DOCUMENT RESUME

ED 426 251 CE 077 930

| | |
|---|---|
| TITLE | ESL for Hotel/Hospitality Industry. Level: Advanced Beginner/Intermediate. |
| INSTITUTION | Western Suffolk County Board of Cooperative Educational Services, Northport, NY. |
| SPONS AGENCY | Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program. |
| PUB DATE | 1997-00-00 |
| NOTE | 76p.; For a related document, see CE 077 929. Some photocopied pages may not reproduce well. |
| PUB TYPE | Guides - Classroom - Teacher (052) |
| EDRS PRICE | MF01/PC04 Plus Postage. |
| DESCRIPTORS | Adult Basic Education; Adult Literacy; *Entry Workers; *Hospitality Occupations; Hotels; Job Skills; Learning Activities; Literacy Education; *Second Language Instruction; Teaching Methods; *Vocational English (Second Language); *Workplace Literacy |

ABSTRACT

This document contains 16 lesson plans for an advanced beginning and intermediate course in work-related English for non-English- or limited-English-speaking entry-level employees in the hotel and hospitality industry. Course objectives are as follows: helping participants understand and use job-specific vocabulary; receive and understand job-related instructions; communicate with customers to help satisfy their needs; understand and follow job site policies and procedures; and better understand and function in the English-speaking community. Lessons, which consist of objectives, methodology, and student handouts, cover such topics as the following: identifying personal information and completing enrollment forms; understanding instructions; identifying body parts; greeting guests and making introductions; identifying objects in a bedroom and bathroom; responding to customers' requests; conversing in English; telling time, understanding the calendar, weather, and abbreviations; responding to illness; using references and work schedules; discussing foods and menus; using money and banking; understanding alphabetical order, using a telephone book and a dictionary; using idioms; understanding occupations and entrepreneurship; understanding families; celebrating holidays; using correct grammar; and using computers. (KC)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED 426 251

# ESL FOR HOTEL / HOSPITALITY INDUSTRY

## LEVEL: ADVANCED BEGINNER / INTERMEDIATE

WESTERN SUFFOLK BOCES
WORKPLACE LITERACY PROGRAM

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

CE077530

# PROGRAM OVERVIEW

## INTRODUCTION

Demographic studies have indicted a pattern of entry-level positions in the hotel and hospitality industry being filled by immigrants with minimal English skills. This makes it almost impossible for them to advance to higher paying positions and hinders efficiency on the job because of lack of communication skills.

The following lesson plans are a combination of two overlapping workplace literacy courses covering advanced beginner and intermediate levels. The 2 courses ran independently for the first couple of months but due to staff shortages at the hotel, absenteeism and employee requests, students began attending sessions that were convenient to the hotel's and their personal schedules. To accommodate this situation, class topics were synchronized with the material taught at a level that benefited the most students on that given day. More advanced students helped the less skilled so that combined with the instructor's flexibility, the desired learning took place.

It is therefore recommended that you base your first lesson on the evaluation of the students abilities. Beginning lessons deemed too elementary could be used as evaluation tools, review or ignored; all other lessons should be taught at a level that would best benefit your class.

**Note:** Substitute current events topics used in these plans with those that are relevant to the news and that are pertinent to your students' lives.

## OBJECTIVES

As a result of this curriculum, participants will be able to:

- understand and use job specific vocabulary,
- receive and understand job related instructions,
- communicate with customers to help satisfy their needs,
- understand and follow job site policies and procedures,
- better understand and function in the English speaking community.

## SOURCE MATERIALS

Pictorial handouts were taken from "The Basic Oxford Picture Dictionary" by Margot F. Gramar. During these course, the hotel purchased copies for their employees use, Additional materials were adapted form "Be Our Guest, Basic English for Hotel Staff" by Donald Adamson.

# LESSON 1

OBJCTIVES

At the end of this lesson students will be able to:

- identify personal information such as first name, last name, address, social security number, birth date, etc. and complete enrollment forms,
- understand instructions such as sit down, stand up turn around, left, right, front and back,
- identify body parts,
- begin to overcome basic shyness by participating in class activities.

METHODOLOGY

1. Introduce each student identifying first and last names then randomly asking students to say either one making sure they know the difference.
2. Using handout Personal Information, define personal information and together complete the handout. This would be an appropriate time to complete any required enrollment forms.
3. Explain instructions sit down, stand up, turn around, left, right front and back. Reinforce by having class respond to your commands first slowly then faster and faster until class breaks into laughter.
4. Using handouts The Body and The Face and Head, identify all body parts.
5. Explain game "Simon Says" and have students play using commands and pointing to different body parts. Encourage students to overcome shyness by playing the role of leader.

PERSONAL INFORMATION

NAME (last, first, middle):

_____ _____ _____

ADDRESS:

street:_____

city:_____ state:_____
zip code:_____

PHONE NUMBER (area code + number):_____

BIRTHDAY:
date:_____
place:_____
age:_____

CITIZENSHIP:_____

MARITAL STATUS: married_____ single_____ divorced_____

CHILDREN:
how many_____
name, sex, age:_____
_____
_____

OTHER RELATIVES LIVING WITH YOU:

EDUCATION (grade completed, diploma awarded)

OCCUPATION (company, position, number of years employed):

HEIGHT:_____ WEIGHT:_____

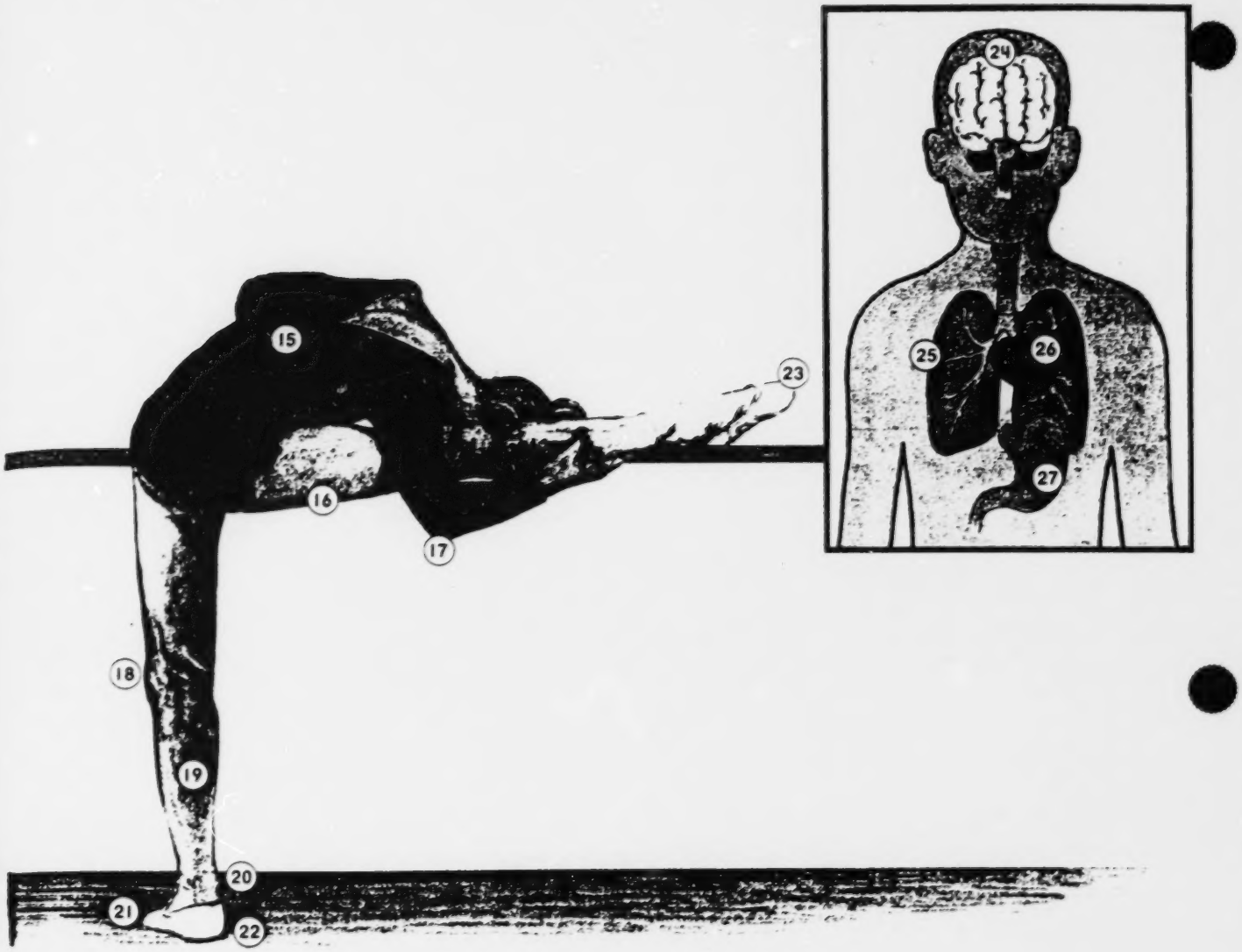
COLOR OF HAIR:_____ COLOR OF EYES:_____

SOCIAL SECURITY NUMBER:_____

LICENSE NUMBER:_____

HOBBIES:

1. face
2. neck
3. shoulder
4. chest
5. hand
6. waist
7. hip
8. finger
9. thumb
10. wrist
11. head
12. arm
13. breast
14. leg




15. back
16. thigh
17. elbow
18. knee
19. calf
20. ankle
21. foot
22. heel
23. toe
24. brain
25. lung
26. heart
27. stomach

1. hair
2. forehead
3. ear
4. eyebrow
5. eye
6. mouth
7. chin
8. cheek
9. nose
10. lip
11. tooth
12. tongue

# LESSON 2

## OBJECTIVES

At the end of this lesson students will be able to:

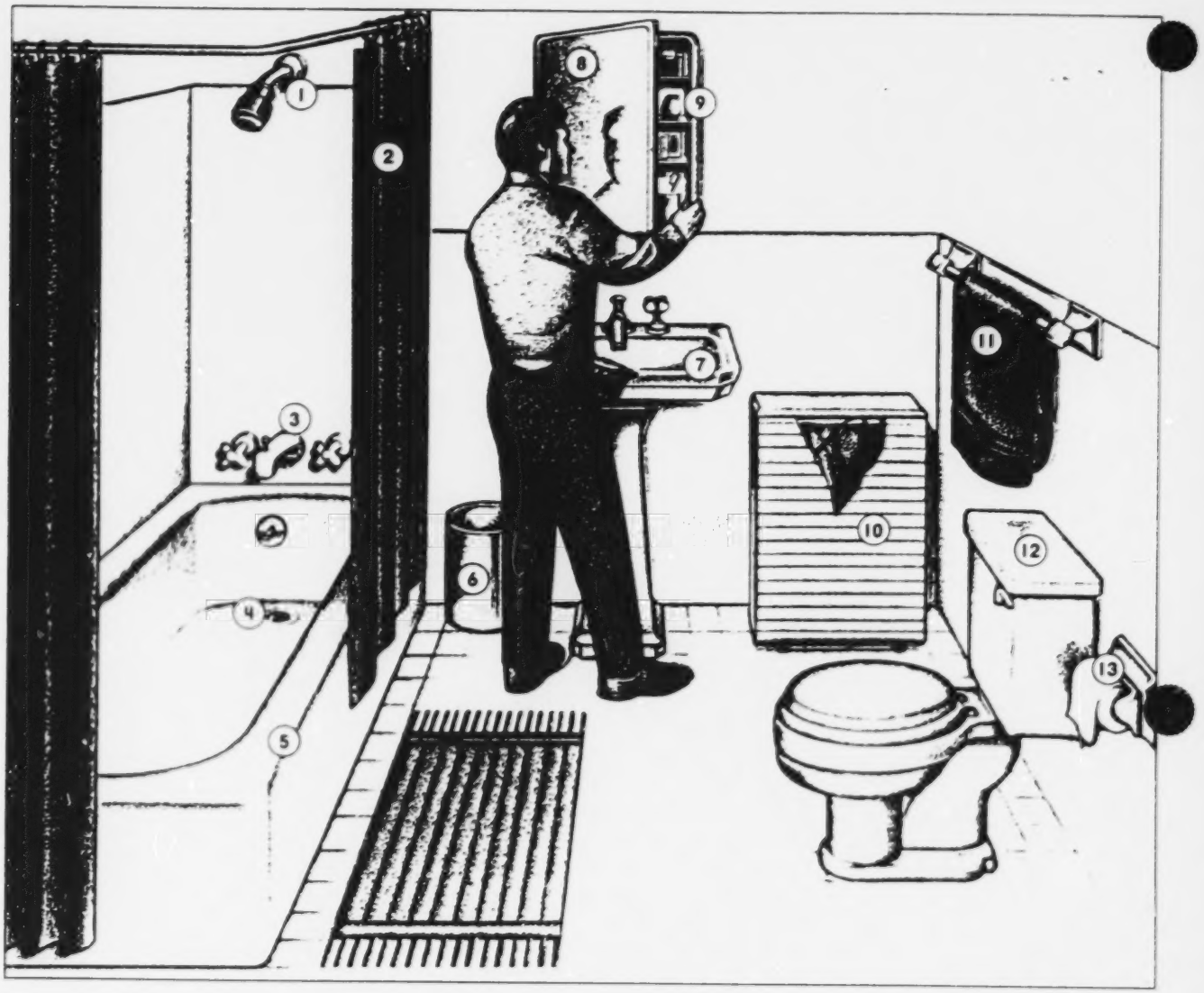
- greet guests and make introduction,
- identify objects in a bedroom,
- identify objects in a bathroom,
- recognize and respond to customers' requests and complaints.

## METHODOLOGY

1. Greet every student as each enters the room and inquire as to how they are.
2. Identify greetings hello, good morning, good afternoon and good evening.
3. Demonstrate making an introduction and have students role play greeting and introducing each other.
4. Using handout A Bedroom, identify objects listed and discuss the purpose of each. Compare the items in a hotel room to those in a bedroom in their own home.
5. Repeat method 4 using handout A Bathroom.
6. Using handout Common Requests and Complaints and How to Respond, go over handout using role play as teaching technique.

## A Bedroom

1. closet
2. dresser / bureau
3. drawer
4. air conditioner
5. curtains
6. carpet
7. bed
8. pillow
9. pillowcase
10. bedspread
11. blanket
12. sheets
13. alarm clock
14. night table




1. shower
2. shower curtain
3. faucet
4. drain
5. bathtub
6. wastebasket
7. sink
8. mirror
9. medicine chest / medicine cabinet
10. hamper
11. towel
12. toilet
13. toilet paper

1.

**Requests and Complaints and How to Respond**

1. Request: May I have more pillows? towels? blankets? toilet paper?
   Response: How many would you like?
   I'll get them for you right away.
   Here are your pillows (towels, blankets, toliet paper).
2. Complaint: The room is dirty.
   Response: I'm sorry, I'll clean it right away.
   I'm sorry, I'll get someone to clean it as soon as possible.

3. Complaint: The air conditioning isn't working. (the TV, lamp, hair dryer, etc.)
   Response: I'm sorry, I'll get maintenance to fix it right away.

4. Room Service:
   Room Service…Where would you like me to put your tray? Cart?
   Enjoy your meal.
   May I take your tray now?

**NOTE: Always use please and thank you.**

# LESSON 3

## OBJECTIVE

At the end of this lesson students will be able to:

- more confidently converse in English,
- identify parts of a day,
- learn how to tell time.

## MATERIALS NEEDED

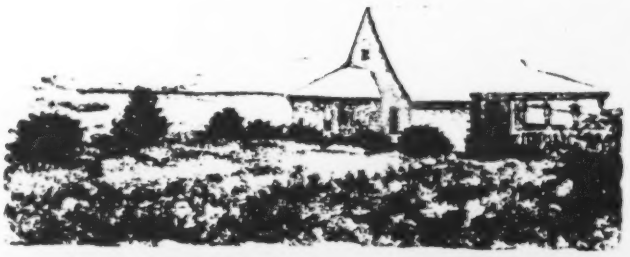
Cardboard replica of an analogue clock
Large digital alarm clock

## METHODOLOGY

1. Review greetings and introductions. Have students practice greeting each other and inquire as to how they feel.
2. Have each student discuss what they have done since last class: were they working? was the hotel full? Were the off? What did they do on their day off? etc..
3. Review objects in bedroom and bathroom and briefly discuss their purpose.
4. Using handout Time: Time of Day, describe pictures emphasizing where the sun is at different times of the day and what activities take place at these times.
5. Using handout Time: The Clock, explain the difference between analogue and digital clocks, explain different ways of expressing time (quarter past the hour, 15 minutes after hour, etc.), explain number of minutes in an hour, hours in a day, how many minutes between numbers on a clock (ex. between 1 and 2, 3 and 5, 3 and 9, etc.). Emphasize setting AM or PM on the clock and why that is not needed on an analogue clock.

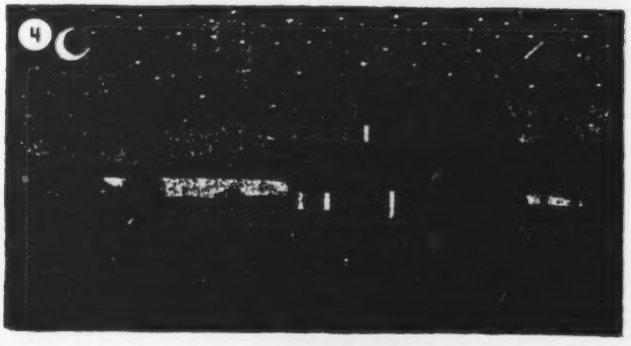
6. Relate times of day to activities related to work: getting up, commuting, starting and ending time of work day, breaks, bedtime.

2



3

4



5

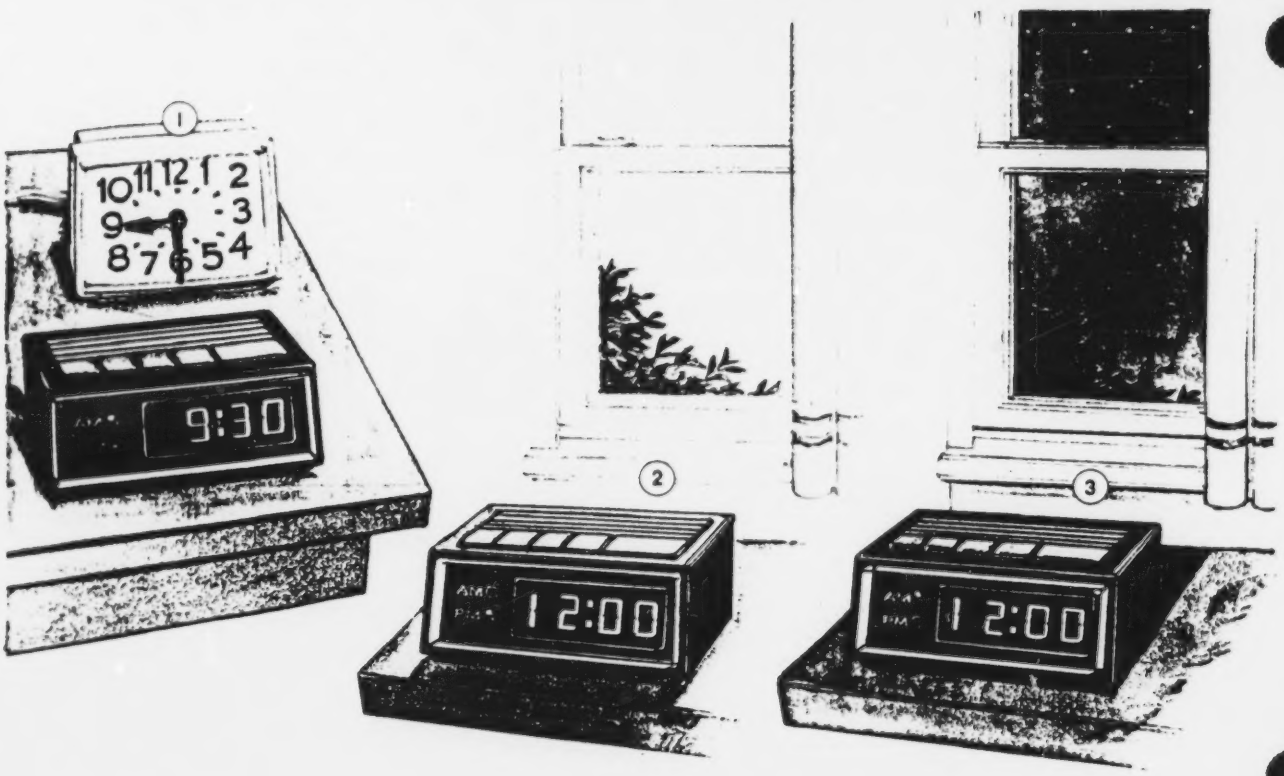
6

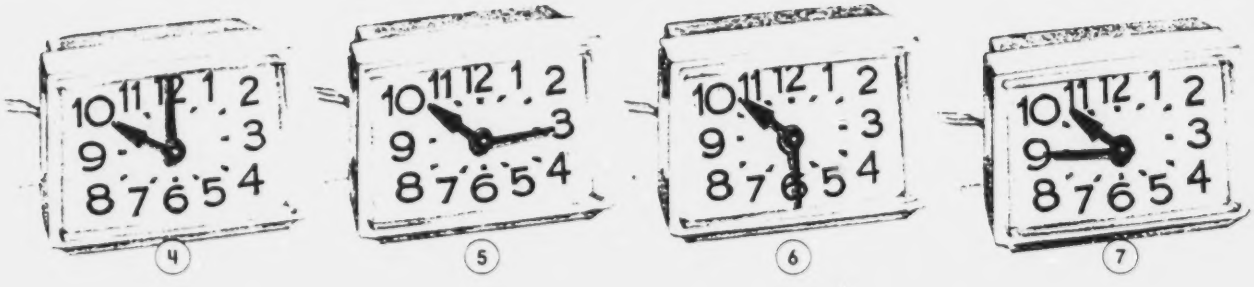
7

1. morning
2. afternoon
3. evening
4. night

5. sun
6. moon
7. stars

BEST COPY AVAILABLE




1. clock
2. noon
3. midnight
4. ten o'clock
5. ten fifteen
6. ten thirty
7. ten forty-five

BEST COPY AVAILABLE

# LESSON 4

## OBJECTIVES

At the end of this lesson students will be able to:

- understand the concepts of the calendar and weather,
- understand and use abbreviations.

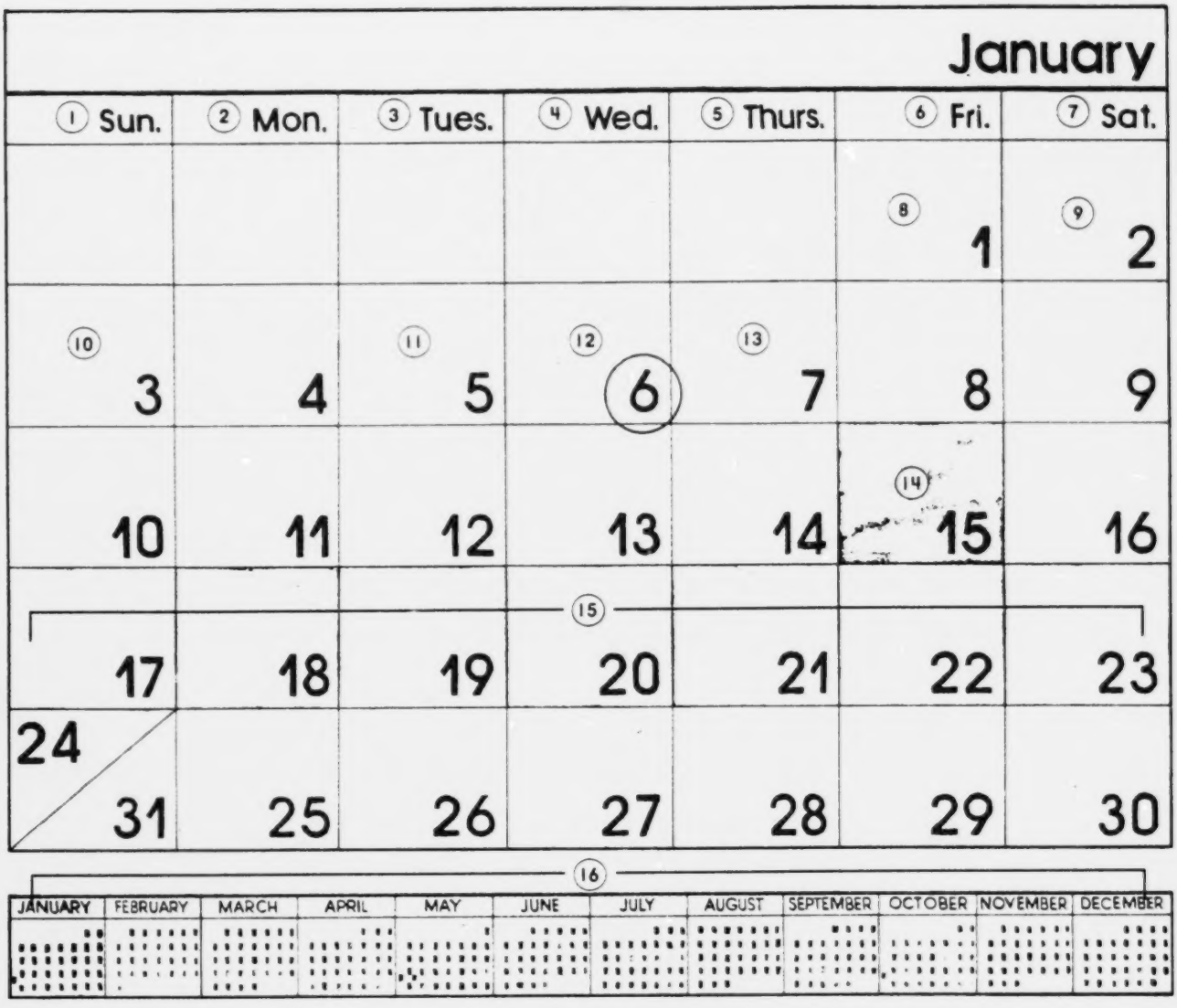
## METHODOLOGY

1. Review concepts of telling time.
2. Ask about today: day, date, weather.
3. Go over handout Appendix B: Numbers. Have students count and practice pronouncing numbers and words such as twenty-first, thirty-second, fourth, fiftieth, etc..
4. Using handout Time: A Calendar, identify parts of a calendar: day, week, month, days of the week, weekday, weekend. Have students write the date in mm/dd/yy format.
5. Discuss the differences among yesterday, today and tomorrow (past, present, and future) having students talk about what they did, are doing and will do paying particular attention to tenses.
6. Using handout Time:" Months and Seasons, expand on what activities are done in each season. Include some of the better known holidays.
7. Using handouts Weather, Cold Weather Clothes, and Casual Clothes, relate the primary weather for each season to the proper clothing worn for each weather condition.

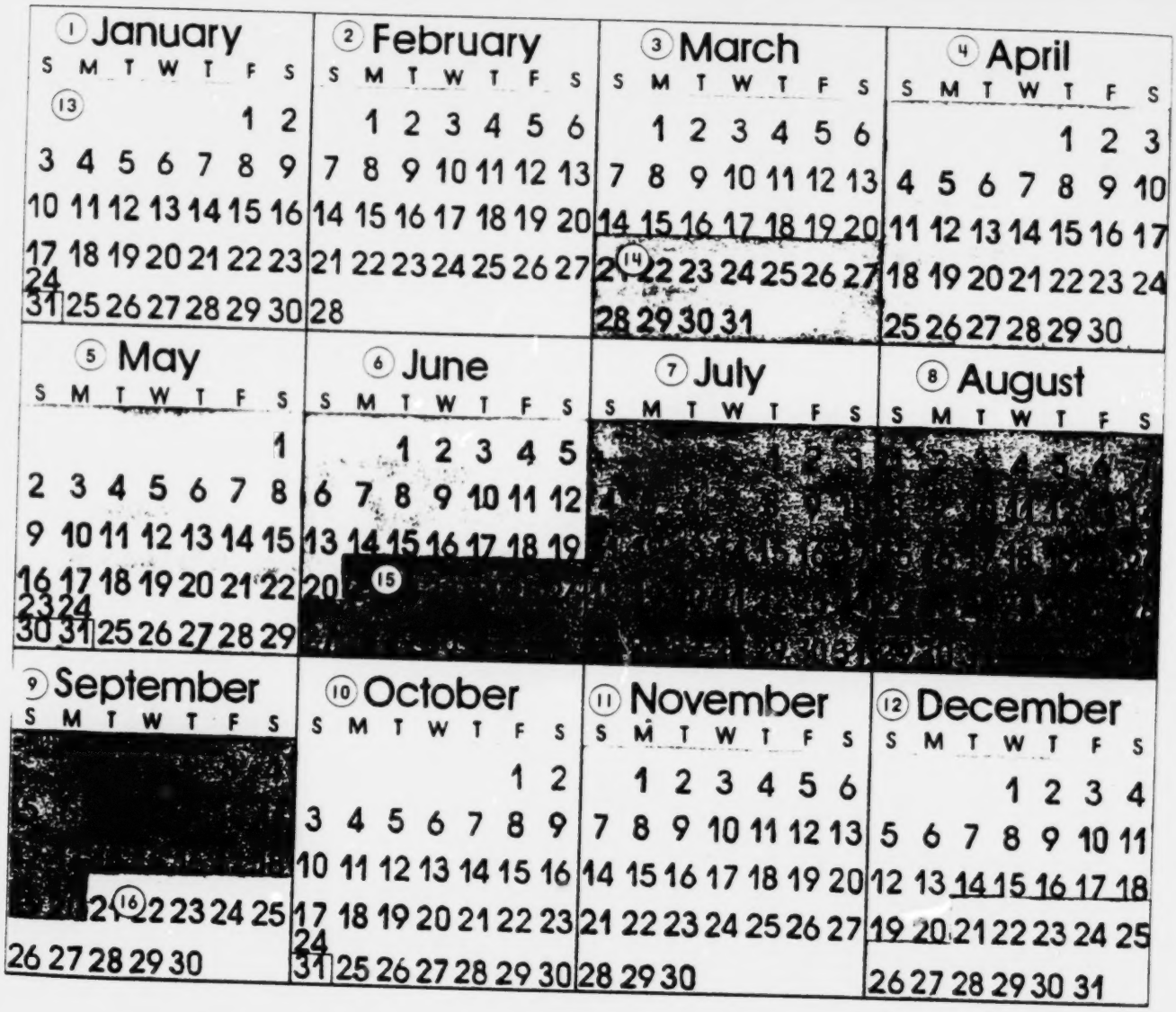
## Appendix B: Numbers

| | |
|---|---|
| 1 | one |
| 2 | two |
| 3 | three |
| 4 | four |
| 5 | five |
| 6 | six |
| 7 | seven |
| 8 | eight |
| 9 | nine |
| 10 | ten |
| 11 | eleven |
| 12 | twelve |
| 13 | thirteen |
| 14 | fourteen |
| 15 | fifteen |
| 16 | sixteen |
| 17 | seventeen |
| 18 | eighteen |
| 19 | nineteen |
| 20 | twenty |
| 21 | twenty-one |
| 30 | thirty |
| 40 | forty |
| 50 | fifty |
| 60 | sixty |
| 70 | seventy |
| 80 | eighty |
| 90 | ninety |
| 100 | a / one hundred |
| 500 | five hundred |
| 621 | six hundred (and) twenty-one |
| 1,000 | a / one thousand |
| 1,000,000 | a / one million |

| | |
|---|---|
| 1st | first |
| 2nd | second |
| 3rd | third |
| 4th | fourth |
| 5th | fifth |
| 6th | sixth |
| 7th | seventh |
| 8th | eighth |
| 9th | ninth |
| 10th | tenth |

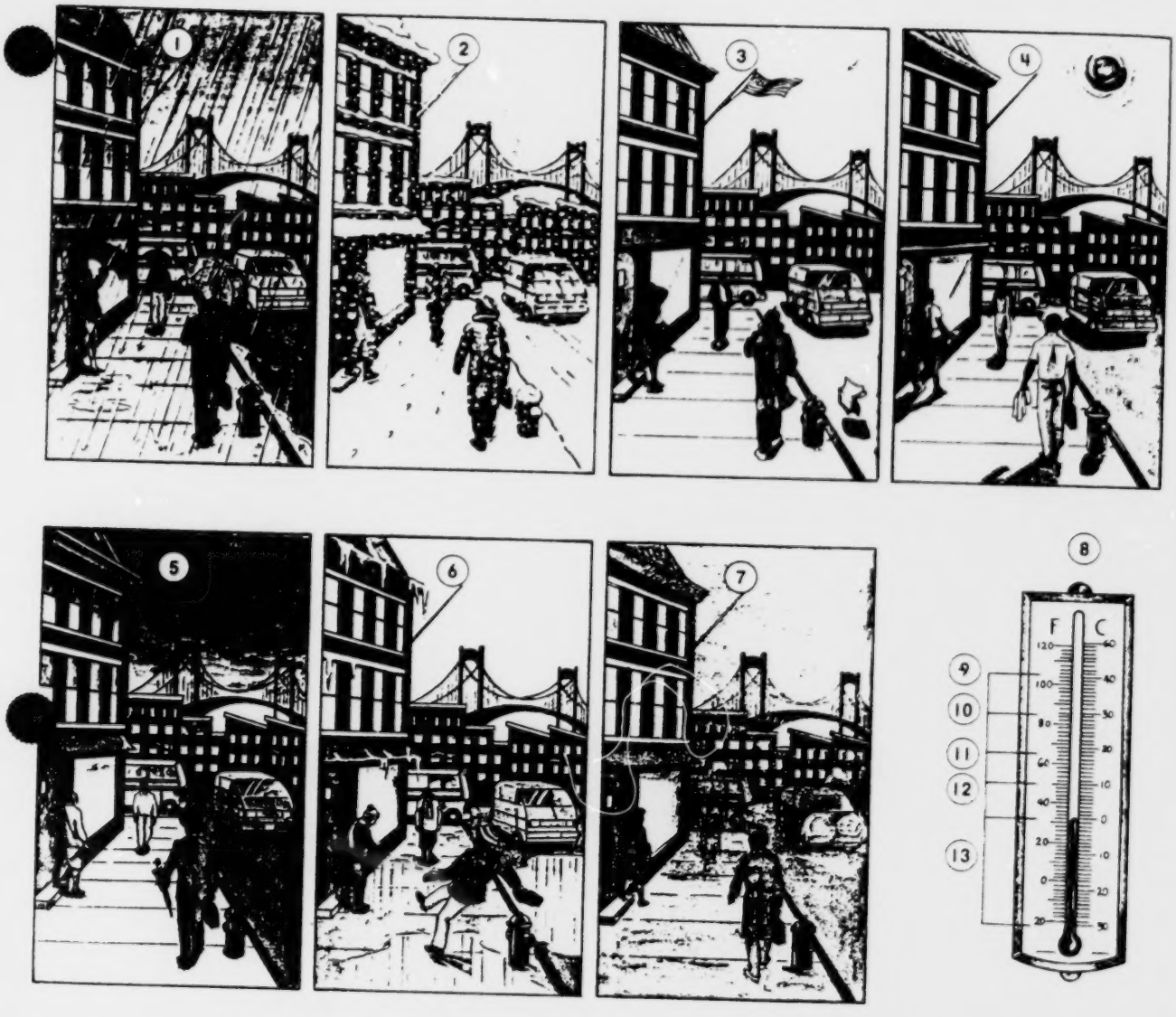



1. Sunday
2. Monday
3. Tuesday
4. Wednesday
5. Thursday
6. Friday
7. Saturday
8. 1st
9. 2nd
10. 3rd
11. yesterday
12. today
13. tomorrow
14. day
15. week
16. year




1. January
2. February
3. March
4. April
5. May
6. June
7. July
8. August
9. September
10. October
11. November
12. December
13. winter
14. spring
15. summer
16. fall

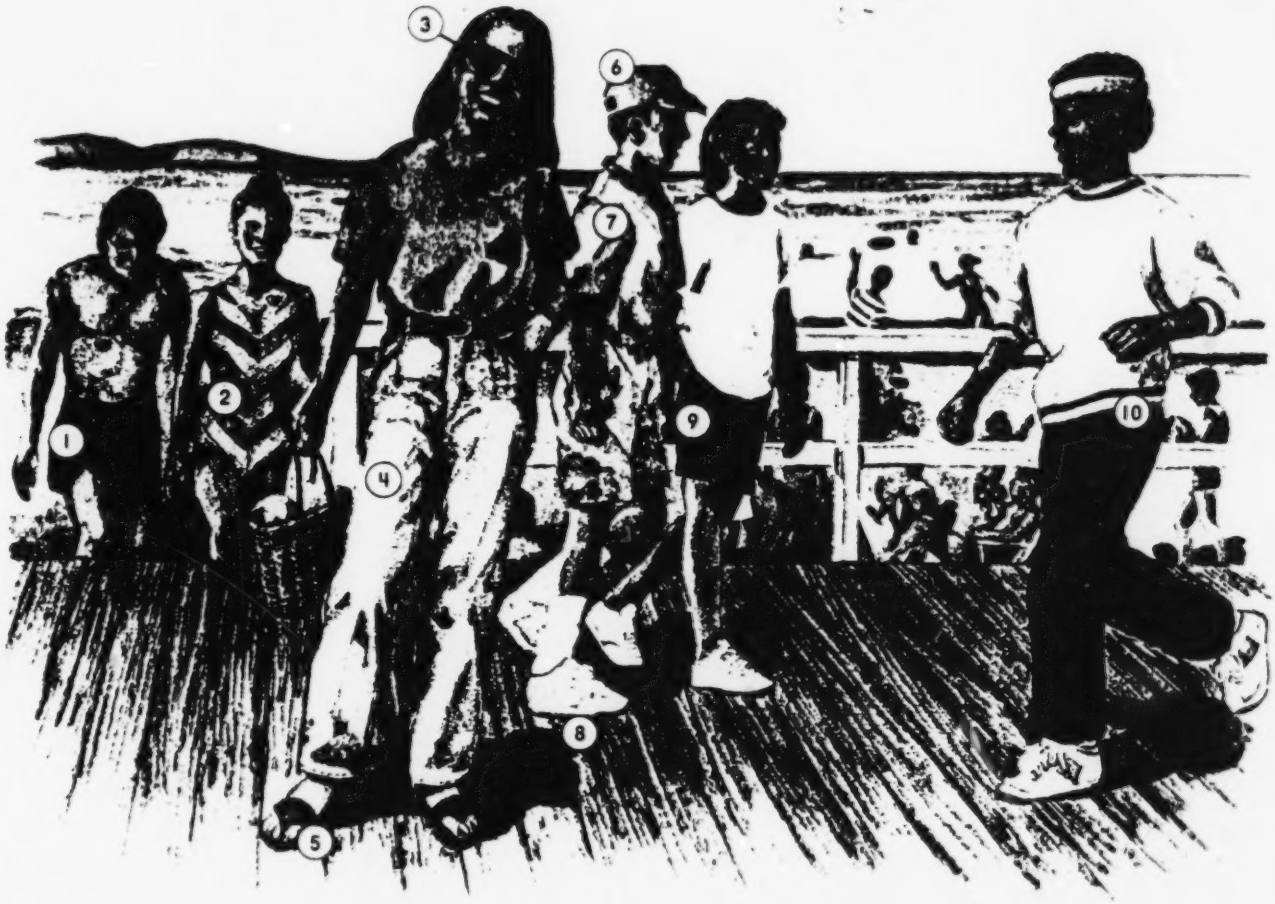
BEST COPY AVAILABLE




1. raining
2. snowing
3. windy
4. sunny
5. cloudy
6. icy
7. foggy
8. temperature
9. hot
10. warm
11. cool
12. cold
13. freezing

## Cold Weather Clothes

1. jacket
2. (down) vest
3. sweater
4. hat
5. sweatshirt
6. backpack
7. boots
8. raincoat
9. umbrella
10. scarf
11. coat
12. mittens
13. gloves
14. earmuffs




1. swimtrunks / bathing suit
2. swimsuit / bathing suit
3. sunglasses
4. jeans
5. sandals
6. baseball cap
7. T-shirt
8. sneakers / athletic shoes
9. shorts
10. warm-up suit

# LESSON 5

## OBJECTIVES

Western Suffolk BOCES instructors were unanimous in their recommendation that this lesson be taught in most ESL/ Workplace Literacy classes. It was alarming that the students were administering or taking medications in the wrong dosages or at the wrong times and were not seeking medical help when indicated. At the end of this lesson students will be able to:

- understand why and when a visit to the doctor is necessary,
- identify common ailments of people,
- understand office protocol at the doctor's office,
- know how to take medicine,
- call in sick,
- complete insurance forms.

## MATERIALS NEEDED:

Sample personal information forms from doctor's office
Company's medical insurance forms
Empty prescription medicine vials
Empty over the counter medication bottles and boxes

**Helpful Hint:** Create a ditto of different labels for your discussion on medications.

## METHODOLOGY

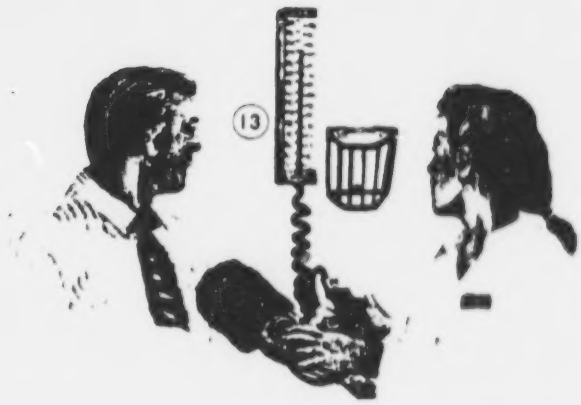
1. Discuss when a visit to the doctor is necessary distinguishing between an emergency and a common illness such as a cold. Reinforce a trip is necessary if after a few days the person isn't any better, a fever hasn't broken, vomiting hasn't stopped or the patient is feeling worse.
2. Using handout Aches, Pains and Injuries, discuss all ailments pictured. Define "ache", distinguish between a cut and a bruise with respect to the presence of blood,

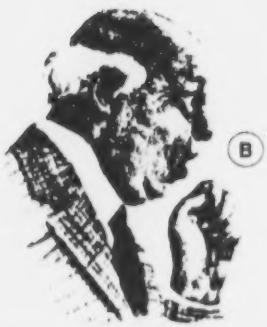
distinguish between bacterial and viral illnesses, explain normal temperature and blood pressure.

3. Using handout At a Medical Office, go over every step of a visit from calling to make an appointment to discussing the doctor's diagnosis and receiving a prescription emphasizing the necessity of asking questions and understanding everything that you are being told. Practice filling out forms, distinguish between printing and signing your name, explain routine procedures such as taking blood pressure, listening to your chest with a stethoscope, why and how blood is drawn, chest x-rays, EKG's, etc.. Have students role play making an appointment and giving and receiving information. Teach them how to be persistent in requesting an appointment today if they are very sick.
4. Using a ditto on prescription labels, discuss parts of the label paying particular attention to dosages, when medicine is to be taken, warning labels, and instruction/side effects sheet. Link timing to meals and when patient gets up from and goes to bed. Explain importance of maintaining schedule and when to finish all medication. Practice over and over again what times medicine is taken, for example: 1 pill 3 times a day, 1 pill twice daily, 1 pill 4 times a day, 2 pills once a day, etc.. Read and discuss over the counter medication packages paying attention to the don't exceed warning.
5. Role play calling in sick. Discuss company's sick day policy and medical insurance plan. Define terms such as deductible, co-pay, reasonable and customary charges, etc.. Practice filling out company's insurance forms.

**NOTE:** This lesson can take 2 or 3 sessions. Depending upon the abilities of the students, you can add or delete information and alter the depth of the material you are presenting. Repetition and drill are crucial to assuring that the students understand and are confident with these most important life skills.

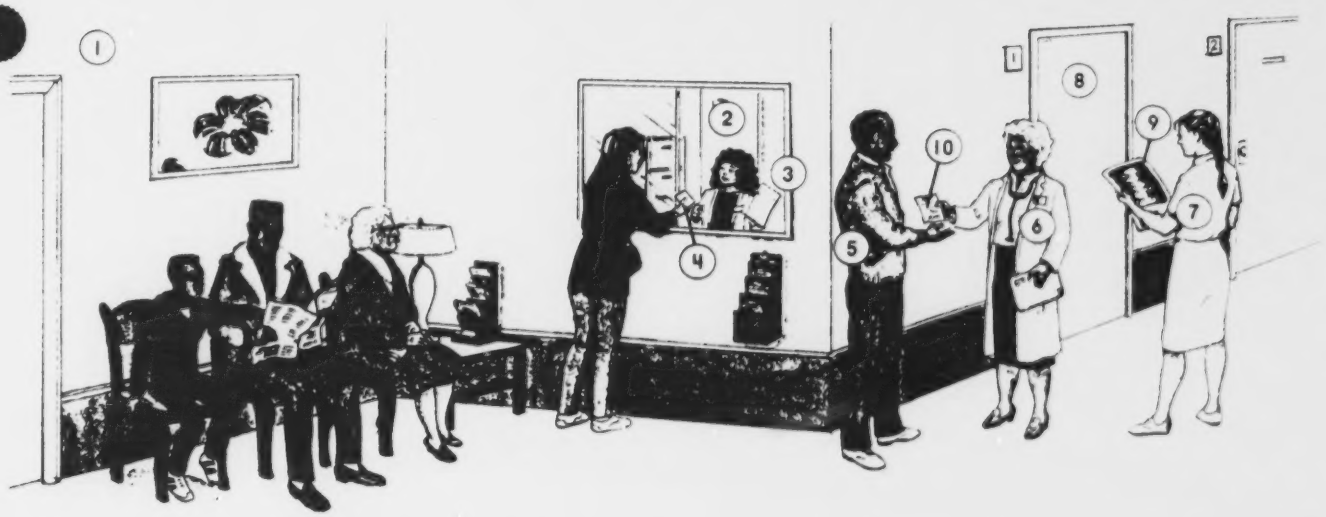
1. cold
2. fever
3. headache
4. backache
5. stomachache
6. toothache
7. earache
8. cut
9. bruise
10. rash
11. insect bite
12. sore throat

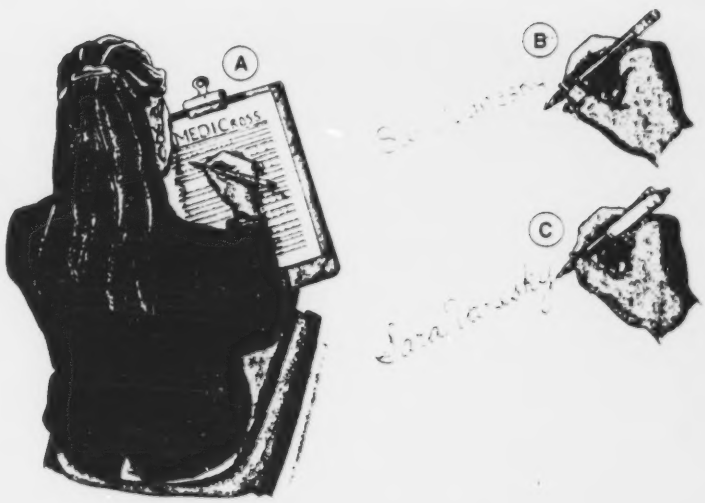




13. high blood pressure
14. broken arm
15. swollen ankle
16. infected toe
17. bloody nose

A. sneeze
B. cough
C. faint
D. burn...self



1. waiting room
2. receptionist
3. insurance form
4. insurance card
5. patient
6. doctor
7. nurse
8. examining room
9. X ray
10. prescription

A. fill out the form
B. print name
C. sign name
D. show insurance card
E. wait

F. examine the patient
G. weigh the patient
H. take...temperature
I. give a shot / an injection
J. write a prescription

VANCO PHARMACY
JEMM, INC
VANDERBILT MOTOR PARKWAY,
516 499 1

Rx241-705 00 Dr KAPLAN, M
[redacted] ANDREW
BAYARD 11746
ONE TABLET TWICE DAILY

18 CEFTIN 250MG TAB
REFILL 0 GLAID 09/27/94 HJF R

CONTROLLED SUBSTANCE DANGEROUS UNLESS USED AS DIRECTED.
CAUTION: Federal Law prohibits the transfer of this drug to any person other than the patient for whom it was prescribed.

IMPORTANT
FINISH ALL THIS MEDICATION UNLESS OTHERWISE DIRECTED BY PRESCRIBER

[redacted]

TAKE WITH FOOD OR MILK

VANCO PHARMACY
JEMM, INC
VANDERBILT MOTOR PARKWAY,
516 499

VANCO PHARMACY
JEMM, INC
30 VANDERBILT MOTOR PARKWAY,
516 499 1111

[redacted], ANDREW
Dr KAPLAN, M
CEFTIN 250MG TAB
Rx241-705 DATE 09/27/94
May crush tablets if
difficult to swallow.
take with food

finish all medication.
take on schedule.
May cause diarrhea

May alter urine-test
results. Consult Dr
Report rashes/itching/prob
-lems in breathing to Dr
Promptly report unusual
symptoms/effects to Dr

[redacted]5, ANDREW
[redacted] BAYARD
DIX HILLS, NY 11746
Dr KAPLAN, M
CEFTIN 250MG TAB
Rx241-705 00 [illegible]
FILL DATE 09/27/94
NDC # [illegible]
QUANTITY 18
COPAY FOR ITEM [illegible] 3.50

BEST COPY AVAILABLE

# LESSON 6

## OBJECTIVES

At the end of this lesson students will be able to:

- understand the parts of a reference book,
- relate work schedule to their daily routines,
- participate in discussions using their English skills with more confidence.

## MATERIALS NEEDED

The Basic Oxford Picture Dictionary by Margot F. Gramer
**NOTE:** At this point students received this book as their textbook. Copies of the pages used as handouts are included with each lesson.

## METHODOLOGY

1. Explore textbook identifying table of contents, topic pages, appendices and indexes making sure students are able to refer back to appropriate pages and item numbers. If using a bilingual edition of this dictionary, point out that the corresponding non-English vocabulary list is there to help with their understanding but that it is important to use English as much as possible.
2. Using handout Daily Routines, ask questions relating work related routines to those pictured. Have students describe their personal routines.
3. Using handout Leisure, ask students to describe what they see. Differentiate between daily routine - something done every day - and leisure activities - done in your free time. Encourage discussion by having students describe their leisure activities asking questions about how they are performed, with whom, what did they do in their native country, etc.. Gently correct pronunciation, sentence structure, and idioms.

## Daily Routines

A. wake up
B. get up
C. take a shower
D. brush...teeth
E. wash...face
F. comb...hair
G. shave
H. get dressed

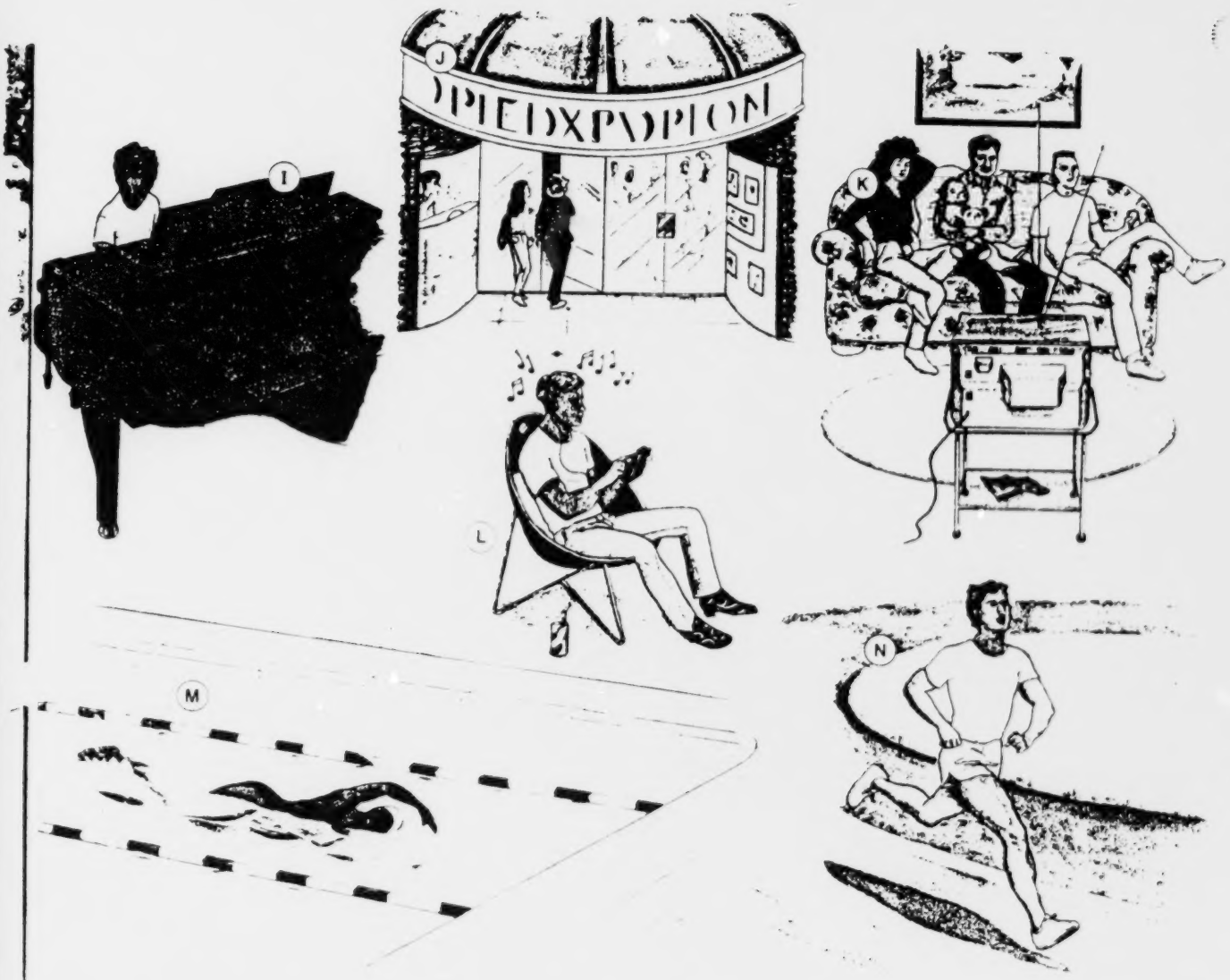
I. eat breakfast
J. leave the house
K. work
L. study learn
M. come home
N. cook dinner
O. go to bed
P. go to sleep

**Outdoor Activities**

**A.** go camping
**B.** go hiking

**Sports**

**C.** play tennis
**D.** play football
**E.** play basketball
**F.** play soccer
**G.** play baseball
**H.** go skiing




**Indoor Activities**

I. play an instrument
J. go to the movies
K. watch TV
L. listen to music

**Exercise**

M. go swimming
N. go running

36

# LESSON 7

## OBJECTIVES

**Note:** This course was taught during the O.J. Simpson murder trial when interest in the judicial system was high and the trial was *the* topic of conversation. To update this lesson choose a high profile trial currently in the news that students would have a definite opinion about.

At the end of this lesson students will be able to:

- understand and be more familiar with the newspaper,
- understand part of the American judicial system, particularly that which pertains to criminal law,
- partake more confidently in current event discussions using the newspaper and their English skills.

## MATERIALS NEEDED

Copies of a daily newspaper

## METHODOLOGY

1. Discuss the parts of a newspaper pointing out the cover page, headlines, world, national and local news pages, editorial, classified, sports, TV, movie, weather and social pages, etc..
2. Differentiate between fact and opinion referring to the editorial and news pages. Have students choose news items and give the facts and opinions relating to the articles chosen.
3. In discussing the trial, introduce concepts of innocent until proven guilty and the right to a trial by a jury of your peers. Define such terms as defendant, prosecutor, judge, jury, peers, sequestered, evidence, verdict, innocent, guilty and hung jury. Have students give and defend their verdict. Emphasize a verdict must be based on evidence and not feelings.

# LESSON 8

## OBJECTIVES

At the end of this lesson students will be able to:

- discuss foods typically eaten at breakfast, lunch, dinner and for snacks,
- go over basic food groups,
- examine supermarket circulars and compare prices,
- be able to read a menu and place an order in a restaurant.

**Note:** This lesson encourages reasoning and basic math and problem solving skills. It also is designed to promote team work.

## MATERIALS NEEDED

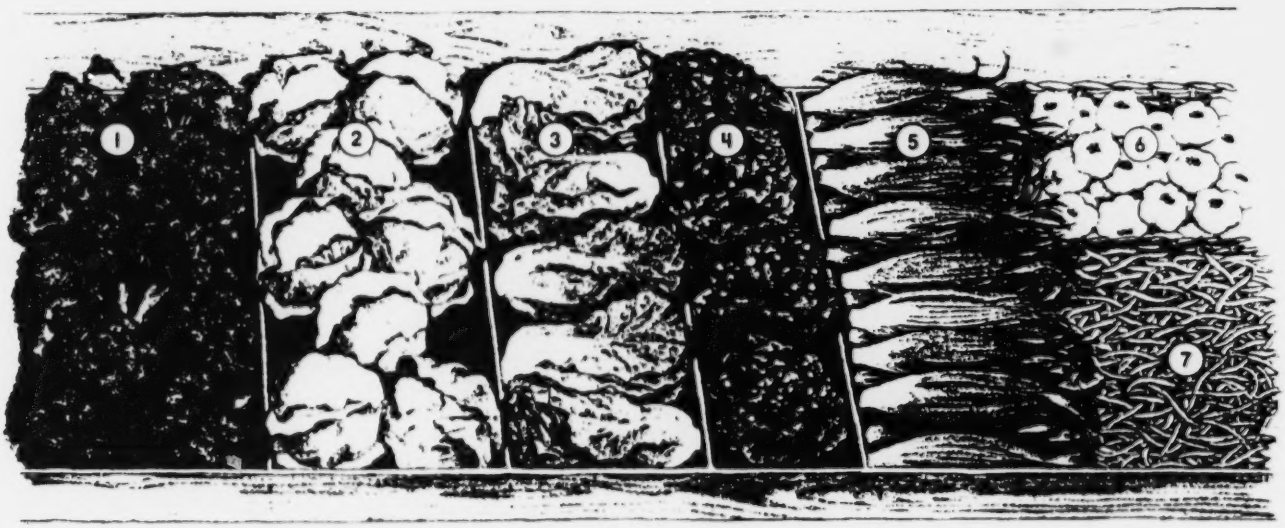
Newspaper circulars from different area supermarkets
Copies of takeout and/or regular menus from a local restaurant

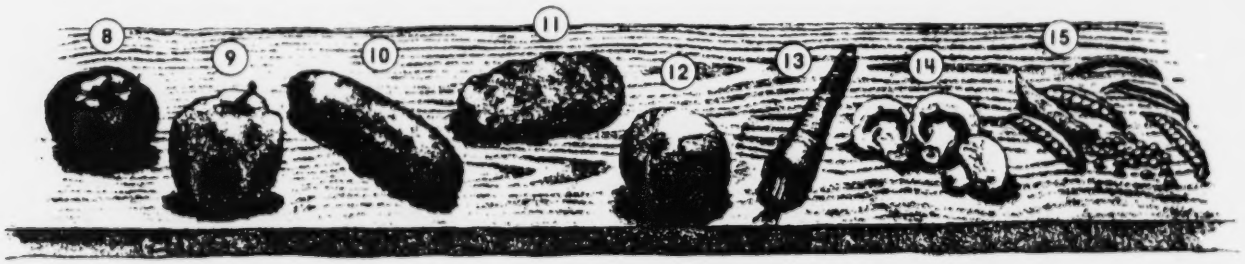
## METHODOLOGY

1. Have students define breakfast, lunch, dinner (supper), and snacks and discuss what they eat at each meal noting their cultural differences.
2. Using handouts Vegetables, Fruits, Meats and Seafood, Packaging, Dairy Products and Other Foods, and Common Prepared Foods, stress the importance of a healthy diet.
3. Using handout Shopping at the Supermarket, discuss the different types of food stores and what besides food can be bought. Prepare a typical weekly shopping list. Dividing students into groups and using current supermarket circulars, have class comparison shop noting which products are on sale and where and whether it pays to go to different supermarkets factoring in number of sale items to be

purchased, student's time and transportation expense. Have students defend their results.

4. Discuss different types of restaurants (diners, local restaurants, gourmet, ethnic, fast food, etc.). Illicit students' favorite foods other than those of their own background. Discuss the layouts of different menus defining specials, a la cart, complete dinner, price fixe, no substitutions, gratuities, etc.. Have students role play waitress and patron giving food orders and dealing with typical problems such as wrong food, cold food, inedible food, and calculating the tip.

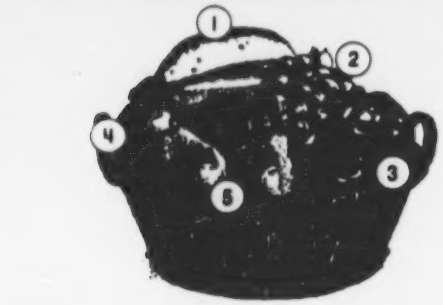


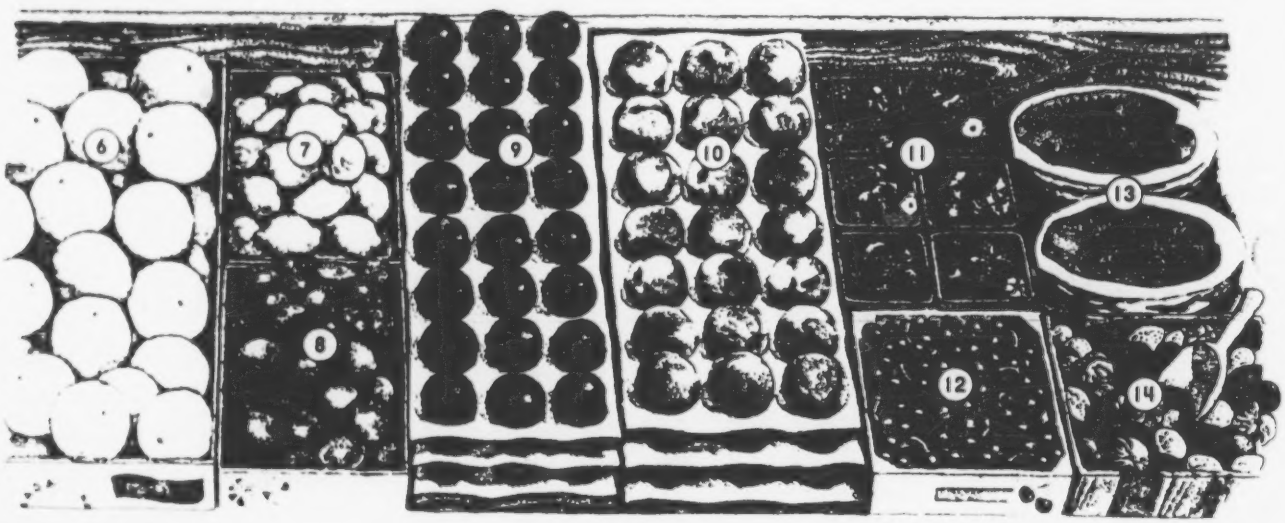




1. broccoli
2. cabbage
3. lettuce
4. spinach
5. corn
6. garlic
7. string beans
8. tomato
9. (bell) pepper
10. cucumber
11. potato
12. onion
13. carrot
14. mushrooms
15. peas



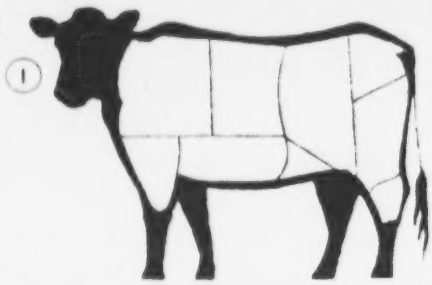
BEST COPY AVAILABLE

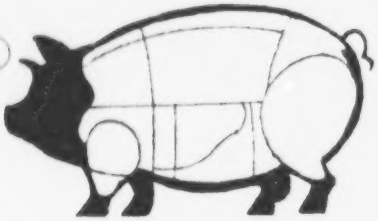


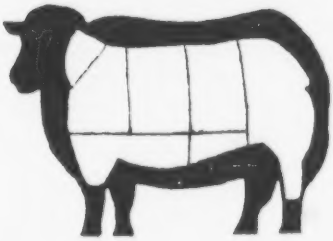
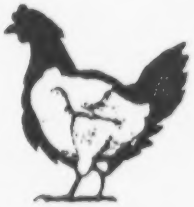
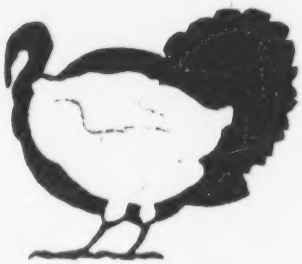
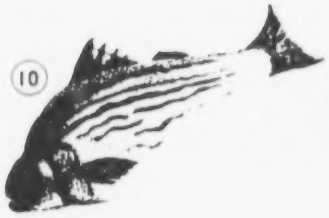
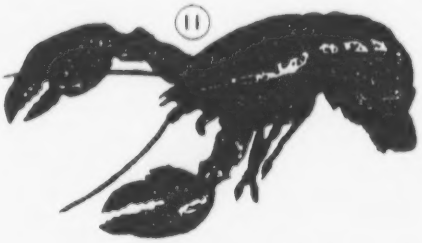



1. bananas
2. grapes
3. apples
4. oranges
5. pears
6. grapefruit
7. lemons
8. limes
9. plums
10. peaches
11. strawberries
12. cherries
13. watermelons
14. nuts

41

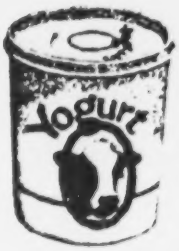


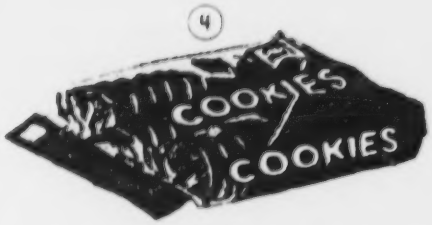


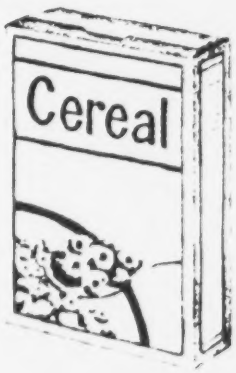






1. beef
2. steak
3. ground meat
4. pork
5. bacon
6. ham
7. lamb
8. chicken
9. turkey
10. fish
11. lobster
12. shrimp
13. clams

42







1. a carton of milk
2. a container of yogurt
3. a bottle of soda
4. a package of cookies
5. a loaf of bread
6. a bag of flour
7. a jar of coffee
8. a can of soup
9. a roll of toilet paper
10. a box of cereal
11. a bar of soap
12. a tube of toothpaste

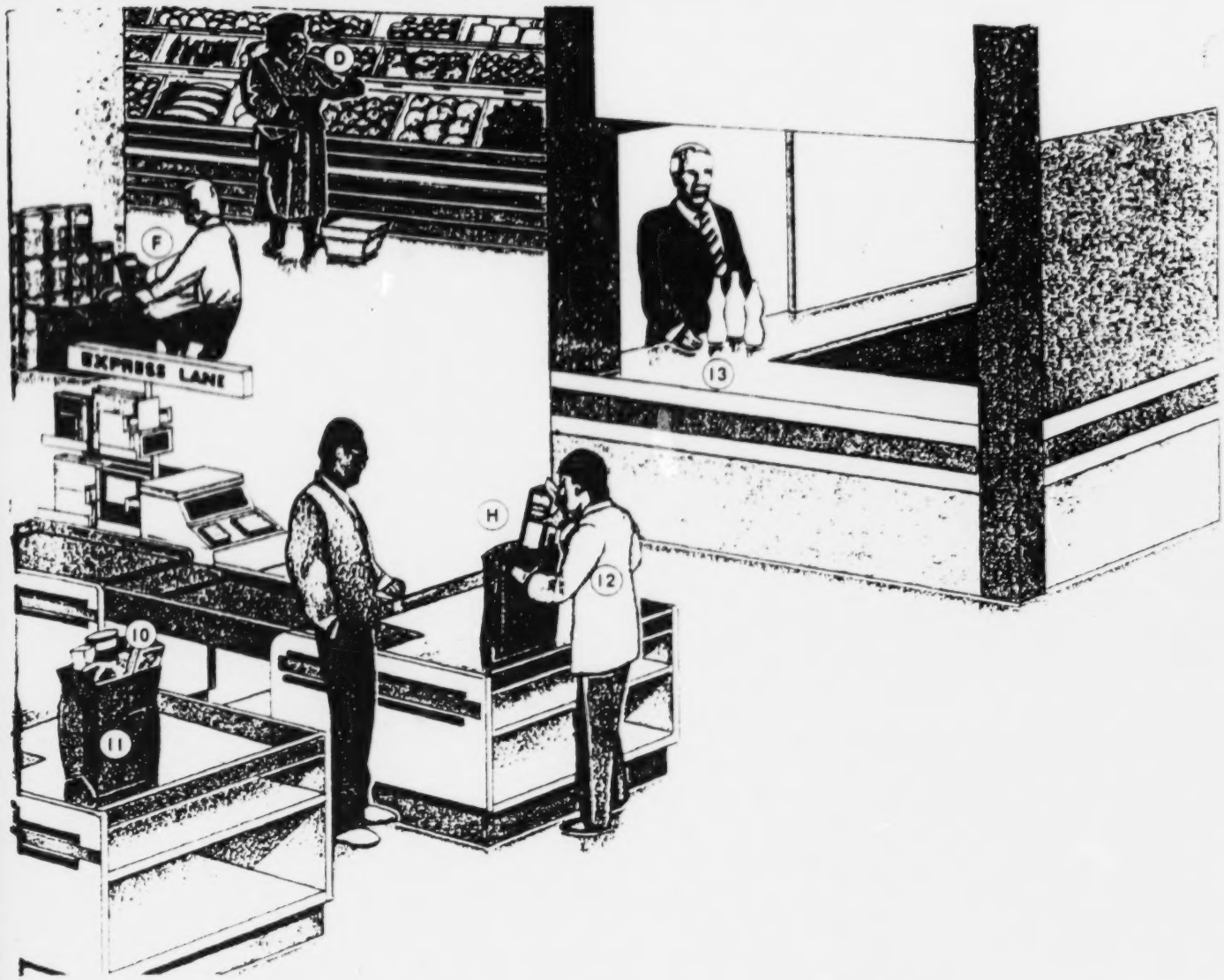
## Dairy Products and Other Foods

1. milk
2. cream
3. sugar
4. eggs
5. cheese
6. butter
7. margarine
8. yogurt
9. bread
10. cereal
11. coffee
12. tea
13. flour
14. oil

15. rice
16. (dried) beans
17. pasta / noodles
18. soup
19. soda pop
20. juice
21. cookies
22. salt
23. pepper
24. mustard
25. ketchup
26. mayonnaise

## Shopping at the Supermarket

1. shelf
2. aisle
3. shopping basket
4. shopping cart
5. customer
6. checker / checkout person
7. scale
8. cash register
9. checkout (counter)
10. groceries
11. bag
12. packer / bagger
13. bottle return




A. push
B. carry
C. pay for
D. choose pick out
E. put in
F. take out
G. weigh
H. pack

BEST COPY AVAILABLE

# LESSON 9

## OBJECTIVES

At the end of this lesson students will be able to:

- understand American money - the coins, bills and their values,
- know how to pay for items and make correct change,
- understand banking services - know the differences between savings and checking accounts, learn how to write a check and record a transaction and open accounts.

## MATERIALS NEEDED

Penny, nickel, dime, quarter, half dollar and dollar coins
1, 5, 10 and 20 dollar bills; pictures of other valued bills
Enough change and monopoly money to practice making change
Samples of pamphlets from local bank depicting different services
Dittoes of a blank check
Deposit and withdrawal slips
Copies of cards needed to open an account

**Note:** Very often in the pursuit of new business and as good community public relations, a local bank will be very happy to make up packets containing the above listed items for each of your students.

## METHODOLOGY

1. Using handouts Value of Money and Money, identify all bills and coins used in the US pointing out their values. Note the existence of $1 coin and bill.

2. Practice using coins and actual bills or monopoly money to pay for an item. When comfortable with using exact amount of money, practice not having the exact amount. Emphasize that when you give the salesperson too much money so that you get change. Teach making change using the counting up method as opposed to subtraction (Bill is $2.60, student gives you $5 bill - counting up: 40 cents is $3, $1 bill is $4 and another $1 bill is $5).
3. Introduce concept of a bank going over services offered. Differentiate between checking and savings accounts explaining interest (note that savings is for leaving your money there for a period of time for the future, for something special or for an emergency. Your money earns interest because the bank has to pay you for the use of it. Checking accounts allow you to use your money on a daily basis but not have to carry it with you. Point out that some checking accounts give interest).
4. Identify parts of a check clarifying pay to the order of and your signature. Emphasize the need to write clearly and the proper placement of items on a check to avoid the possibility of forgery. Teach how to keep a record of transactions distinguishing between deposit and withdrawal. Using blank check dittoes, have students practice writing and recording checks.
5. Go over deposit and withdrawal slips emphasizing importance of retaining your copy as proof the transaction took place. Practice filling out slips.
6. Fill out cards needed to open an account. Define and discuss beneficiaries and the need for seemingly irrelevant information like mother's maiden name to prevent theft.

**Note:** This is a very time intensive lesson and could take a few session to complete depending upon students' abilities.

1. bills
2. dollar
3. coins
4. penny
5. nickel
6. dime
7. quarter
8. cents
9. check
10. bill
11. receipt
12. credit card



BEST COPY AVAILABLE

JEFFREY L. [redacted]
ARLENE [redacted]
[redacted] HILLS, NY [redacted]

5676

1-148/280 130

DATE _____

PAY TO THE ORDER OF _____ $ _____

_____ DOLLARS

EAB [redacted] Cutter Mill Rd.
[redacted] Neck, NY [redacted]

MEMO _____

:0 2800 1489: 180 [redacted] 8" 5676

JEFFREY L. [redacted]
ARLENE [redacted]
[redacted] HILLS, NY [redacted]

5677

1-148/280 130

DATE _____

PAY TO THE ORDER OF _____ $ _____

_____ DOLLARS

EAB [redacted] Cutter Mill Rd.
[redacted] Neck, NY [redacted]

MEMO _____

:0 2800 1489: 180 [redacted] 8" 5677

RECORD ALL CHARGES OR CREDITS THAT AFFECT YOUR ACCOUNT

| NUMBER | DATE | DESCRIPTION OF TRANSACTION | PAYMENT/DEBIT (-) | √ T | FEE (IF ANY) (-) | DEPOSIT/CREDIT (+) | BALANCE $ |
|---|---|---|---|---|---|---|---|
| | | | $ | | $ | $ | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

$1

EAB.

## Consumer Signature Card

| Name/Title (Last, First, M.I., Relationship) | Address |
|---|---|
| 1 | |
| 2 | City |
| In Trust For (Beneficiary) Name | State Zip Code |
| 3 | |

| Account Number | Type Code | Type Desc | Date Opened | Account Number | Type Code | Type Desc | Date Opened |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| Account Number | Type Code | Type Desc | Date Opened | Account Number | Type Code | Type Desc | Date Opened |
| | | | | | | | |

**NOTE: Your signature means that you have received and read a copy of the Agreement, Schedule of Fees and Funds Availability for the accounts listed and that you agree to the Rules and Regulations which apply to them.**

| Signature No. 1 | Signature No. 2 |
|---|---|
| | |

| Daytime Phone Number | Date of Birth | Daytime Phone Number | Date of Birth |
|---|---|---|---|
| | | | |

Special Comment/Package:

| In Trust For (Beneficiary) Address - Required | Date of Birth | Relationship to Depositor |
|---|---|---|
| | | |

EAB 0057 Sept 90 (LR 9/90) 100PKG

EAB.

## Consumer Signature Card

**COMPLETE THIS PART FOR ALL CHECKING OR MONEY MARKET ACCOUNTS ONLY**

| Name/Title (Last, First, M.I., Relationship) | PURPOSE OF CARD |
|---|---|
| 1 | ☐ New Account(s) |
| 2 | ☐ Additional Signature(s) |
| In Trust For (Beneficiary) | ☐ Supersedes All Others |
| 3 | ☐ Account(s) Added |

| Account Number | Type Code | Type Desc | Date Opened | Account Number | Type Code | Type Desc | Date Opened |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| Account Number | Type Code | Type Desc | Date Opened | Account Number | Type Code | Type Desc | Date Opened |
| | | | | | | | |

**NOTE: Your signature means that you have received and read a copy of the Agreement, Schedule of Fees and Funds Availability for the accounts listed and that you agree to the Rules and Regulations which apply to them.**

| Signature No. 1 | Signature No. 2 |
|---|---|
| | |

| Branch Name/Unit # | Date |
|---|---|
| | |

EAB 0057 Sept 90 (LR 9/90) 100PKG



BEST COPY AVAILABLE

## WITHDRAWAL TICKET

CHEMICAL Chemical Bank Date _____

☐ SuperSavings℠ ☐ Passbook ☐ Statement Savings ☐ Other _____

| Dollars | Cents |
|---|---|
| | |

RECEIVED FROM CHEMICAL BANK (AMOUNT IN WORDS)

The sum of Dollars

NAME (Please Print)

☐ CHECK (✓) IF YOU ARE CLOSING ACCOUNT.

SIGNATURE

VALIDATION:

Account Number

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | |

If you have a 9 digit account number, complete boxes 1-9. If you have a 12 digit account number, complete all boxes.

⑆744⑈744⑆

WITHDRAWAL TICKET
(This ticket is not for checking account use)

## DEPOSIT TICKET

CHEMICAL Chemical Bank

☐ Checking ☐ Money Market

☐ Savings ☐ Other _____

Date _____

| | | Dollars | Cents |
|---|---|---|---|
| CASH | | $ | |
| LIST EACH CHECK | 1 | | |
| | 2 | | |
| | 3 | | |
| | 4 | | |
| | 5 | | |
| TOTAL | | $ | |

Name

FOR CREDIT TO THE ACCOUNT - PRINT FULL ACCOUNT TITLE (NAME)

Deposits may not be available for immediate withdrawal. This deposit is subject to verification and to our rules and regulations.

Account Number

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | |

If you have a 9 digit account number, complete boxes 1-9. If you have a 12 digit account number, complete all boxes.

⑆711⑈711⑆

DEPOSIT TICKET

JEFFREY L. [redacted]
ARLENE [redacted]
[redacted]
[redacted] HILLS, NY [redacted]

19 ____

| | DOLLARS | CENTS |
|---|---|---|
| CASH | | |
| CHECKS (LIST SINGLY) | | |
| | | |
| | | |
| | | |
| | | |
| TOTAL | | |

148/280 130

BE SURE EACH ITEM IS PROPERLY ENDORSED

DEPOSITS MAY NOT BE AVAILABLE FOR IMMEDIATE WITHDRAWAL

EAB [redacted] Cutter Mill Rd. [redacted] Great Neck, NY [redacted]

⑈130⑈ [redacted] 51 8⑈

CHECKS AND OTHER ITEMS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE PROVISIONS OF THE UNIFORM COMMERCIAL CODE OR ANY APPLICABLE COLLECTION AGREEMENT.

DEPOSIT TICKET



BEST COPY AVAILABLE

# LESSON 10

## OBJECTIVES

At the end of this lesson students will be able to:

- know the alphabet and understand alphabetical order,
- know how to use a telephone book,
- know how to use a dictionary.

## MATERIALS NEEDED

Copies of a page from the local telephone book
Yellow and white page telephone books
A dictionary

## METHODOLOGY

1. Using handout Trace and Copy the Alphabet, go over the alphabet explaining upper and lower case. Have students practice writing the alphabet if needed.
2. Explain the need for alphabetical order and where it might be used. Explain the difference between alphabetical and numerical order touching on the ever increasing use of your social security number. Also differentiate between ascending and descending order. Teach the rules of alphabetical order and practice putting words in order starting with each word beginning with a different letter then moving on to having to go beyond first letter to achieve proper order. Examples of categories to use are animals, shapes, days of the week, months of the year, colors and students' names (first by first names then by last names which makes an excellent seque to next part of the lesson).
3. Using actual telephone books for demonstration, explain the various parts of a telephone book showing the wealth of information contained therein. Differentiate between business

listings in the white pages and the yellow pages. Point out guide words. Using xerox copies of a page from the telephone book have students practice looking up telephone numbers and addresses. Identify various abbreviations associated with listings such as MD, DDS, DVM, PHYS, CSW, ATTY, CPA, DMD, CORP, etc..

4. Demonstrate the use of alphabetical order in a dictionary pointing out the similarities to a telephone book with respect to order and use of guide words. Go over in detail the different information given under each entry. Have students take turns looking up words and giving the class different meanings for a word.

**Note:** This lesson contains a lot of information so it may require more than one session depending upon students' abilities.

**TRACE AND COPY THE ALPHABET.**

Aa Aa Aa

Bb Bb Bb

Cc Cc Cc

Dd Dd Dd

Ee Ee Ee

Ff Ff Ff

Gg Gg Gg

Hh Hh Hh

Ii Ii Ii

Jj Jj Jj

Kk Kk Kk

Ll Ll Ll

Mm Mm Mm

**TRACE AND COPY THE ALPHABET.**

Nn Nn Nn

Oo Oo Oo

Pp Pp Pp

Qq Qq Qq

Rr Rr Rr

Ss Ss Ss

Tt It It

Uu Uu Uu

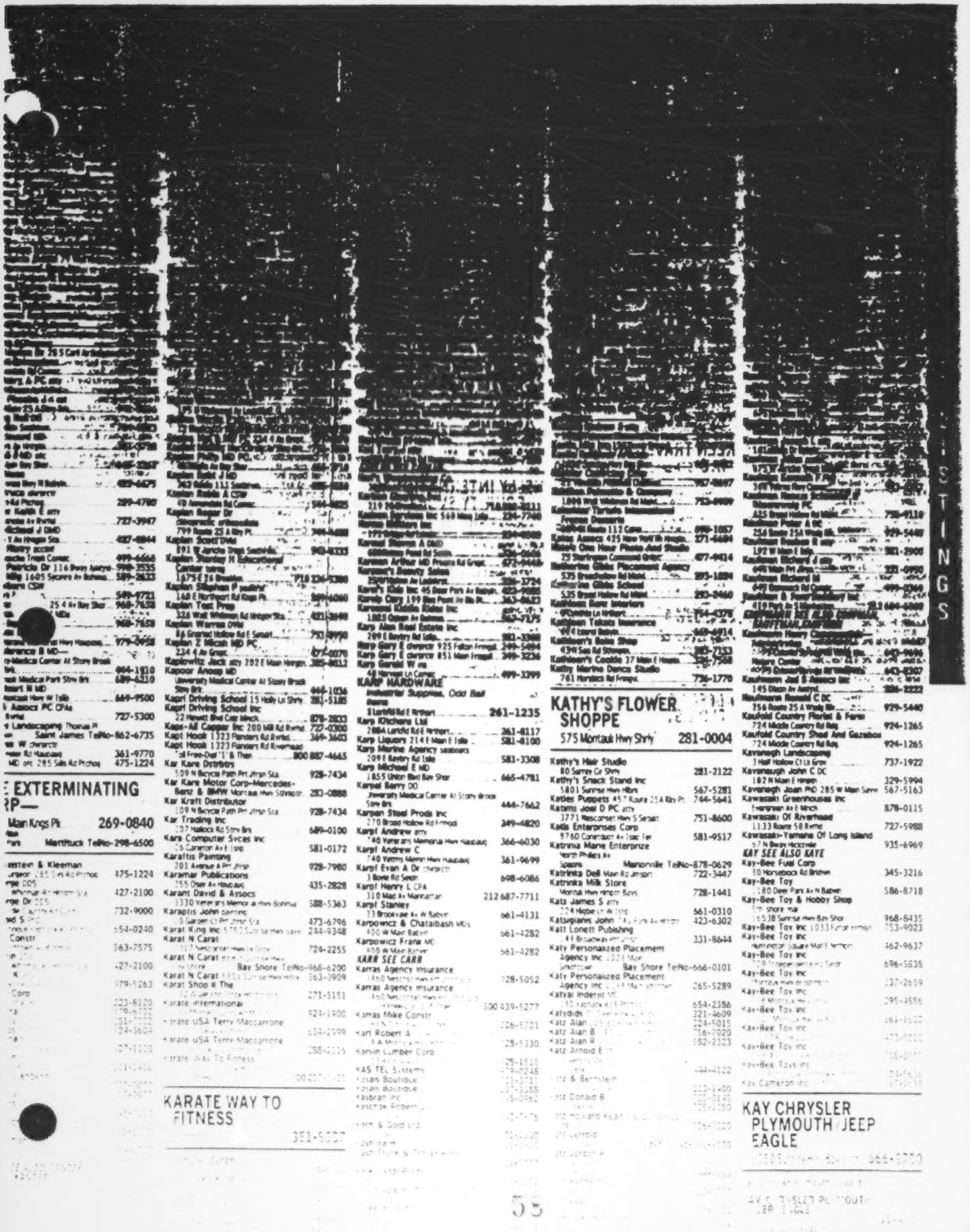
Vv Vv Vv

Ww Ww Ww

Xx Xx Xx

Yy Yy Yy

Zz Zz Zz



## EXTERMINATING

RP—

Main Kings Pk 269-0840

Port Mattituck Tel No-298-6500

KARATE WAY TO FITNESS

351-5237

KATHY'S FLOWER SHOPPE

575 Montauk Hwy Shrly 281-0004

KAY CHRYSLER PLYMOUTH JEEP EAGLE



BEST COPY AVAILABLE

# LESSON 11

OBJECTIVES

At the end of this lesson students will be able to:

- pick out details of a picture,
- hypothesize what occurred before and after the picture's point in time,
- increase idiomatic vocabulary.

METHODOLOGY

1. Using handouts Cold Weather Clothes and Casual Clothes from Lesson 4, have students describe what each person was doing at the moment the picture was taken. Concentrate on details such as what people are wearing, holding and doing. Seek answers to why and how do we know questions.
2. Get students to hypothesize what people were doing before the picture and what will happen after this moment in time. Get them to explain what makes them feel that way. Define this procedure as hypothesizing.
3. Increase vocabulary with unknown words and supply idioms as conversation warrants.

# LESSON 12

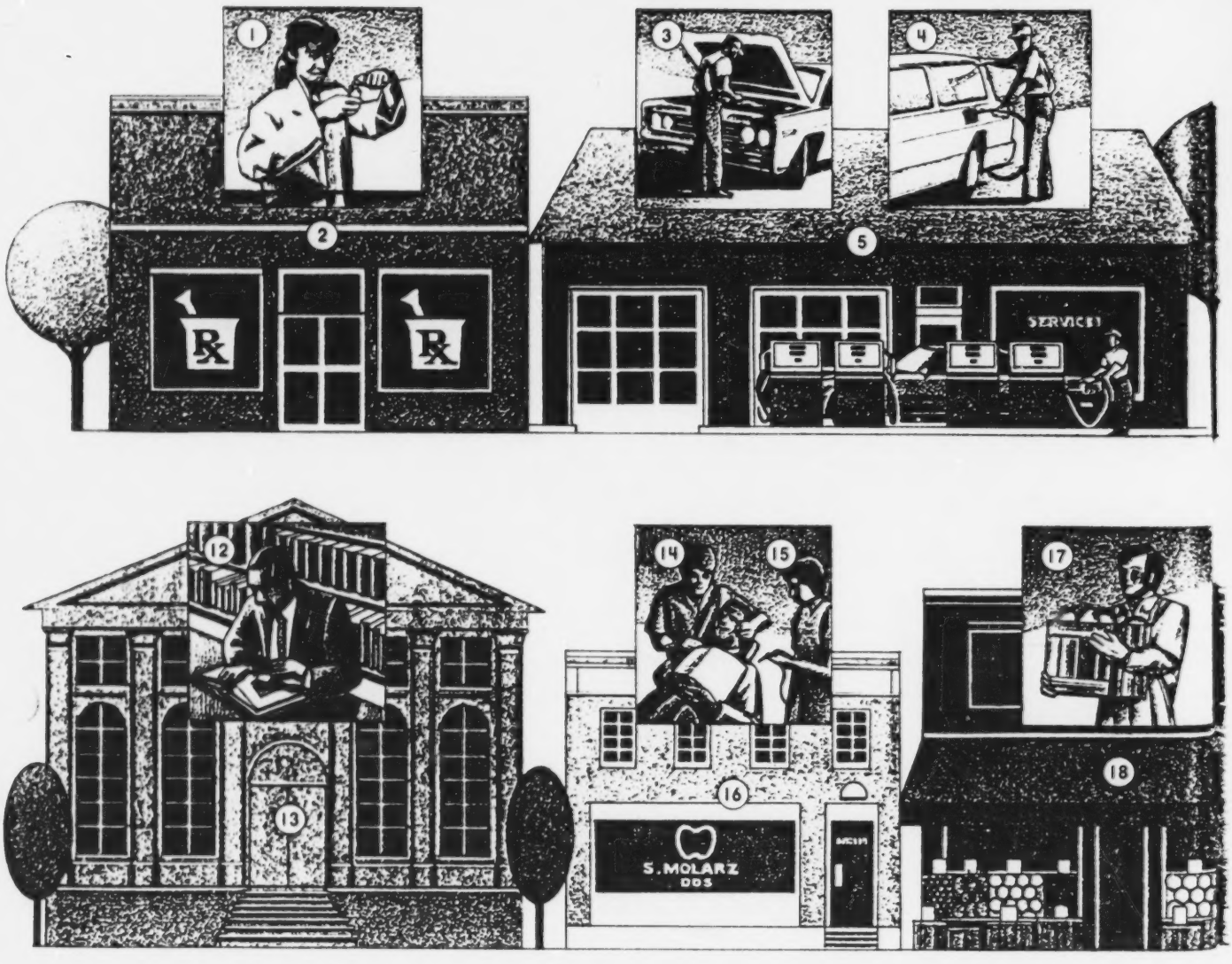
## OBJECTIVES

At the end of this lesson students will be able to:

- understand different occupations and know the skills required to perform them,
- understand entrepreneurship and the responsibilities incurred with having your own business.

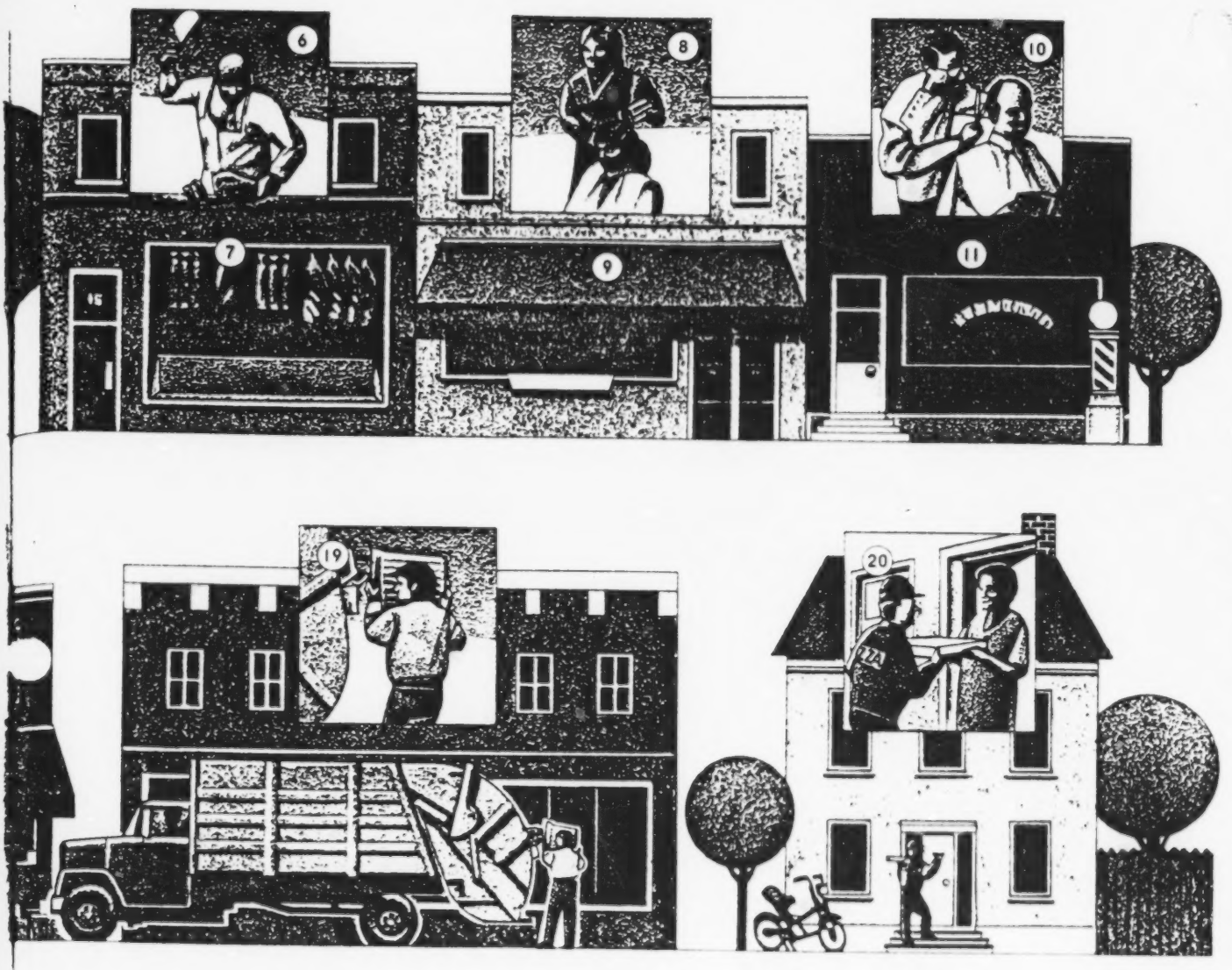
## METHODOLOGY

1. Using handouts Occupations and Workplaces I, Occupations II, Occupations III and At Work, describe each occupation pictured and explain what education is necessary to get that job.
2. Introduce concepts of college degrees from associate and baccalaureate through masters, doctorate and professional degrees and point out local resources to explore. Discuss apprenticeships, licensing by the state, talent, service jobs, etc..
3. Explain how a person can take a service and develop it into a thriving business (examples: a housekeeper who then hires others, trains them and secures work for them getting a percentage of their wages or a flat fee; an employment agency). Explain the inherent responsibilities such as insurance and bonding and the responsibility and reliability incumbent upon the business owner / entrepreneur.



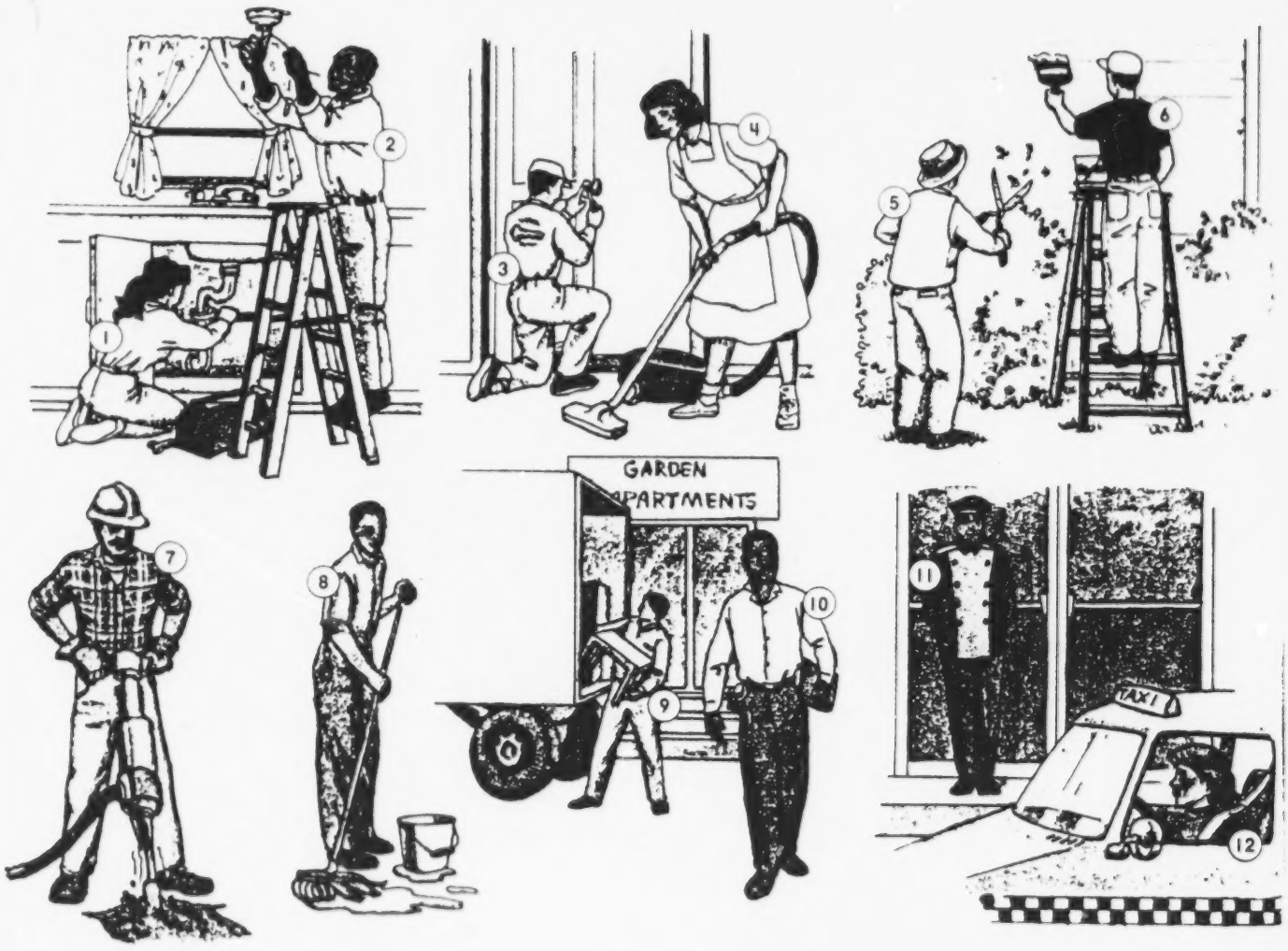

1. pharmacist / druggist
2. drugstore
3. mechanic
4. attendant
5. service station / gas station
6. butcher
7. butcher shop
8. hairdresser / hairstylist
9. beauty salon
10. barber
11. barbershop

BEST COPY AVAILABLE

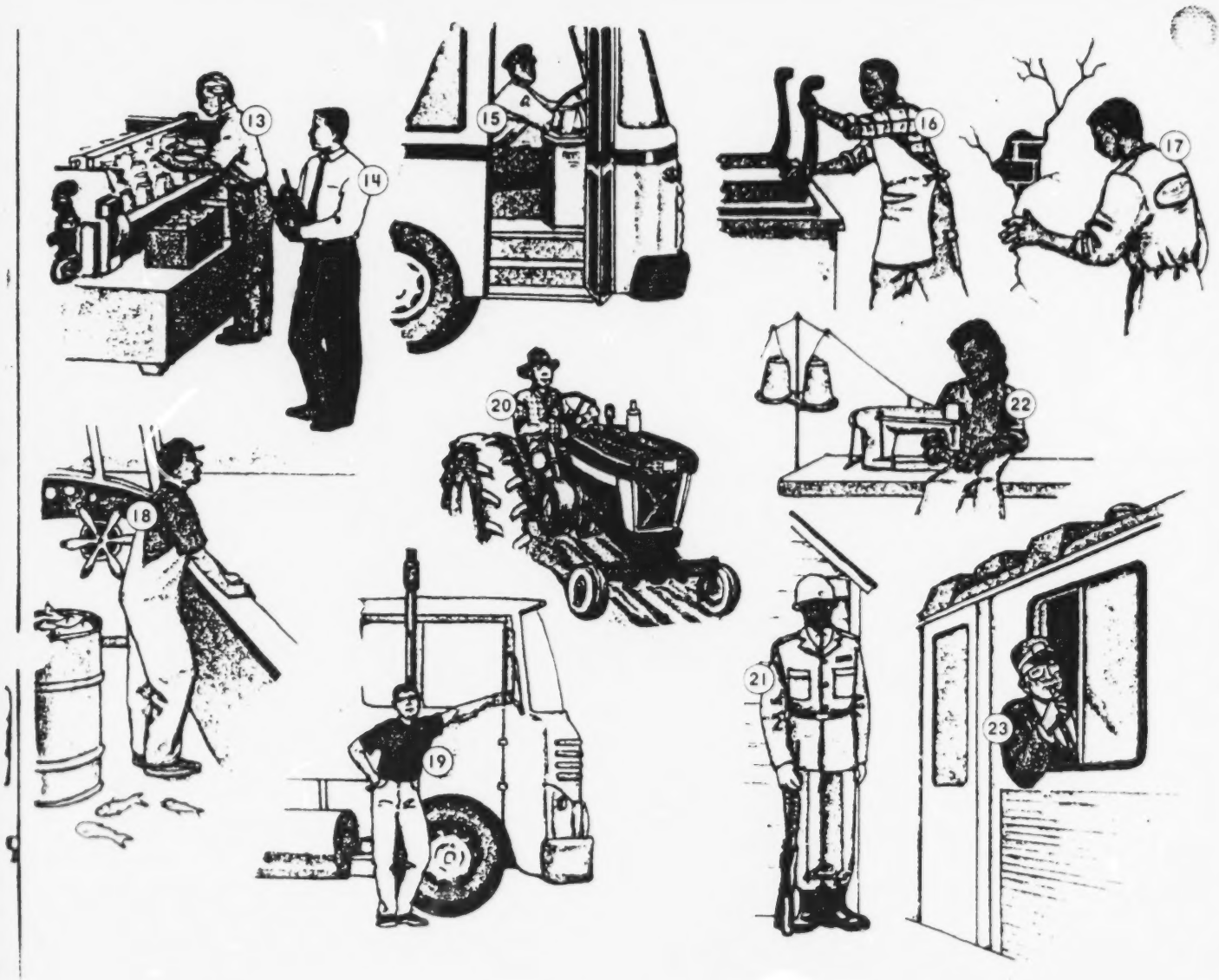



12. librarian
13. library
14. dentist
15. dental assistant
16. office
17. grocer
18. fruit and vegetable market
19. sanitation worker
20. delivery person

## Occupations II




1. plumber
2. electrician
3. locksmith
4. housekeeper
5. gardener
6. painter
7. construction worker
8. janitor / custodian
9. mover
10. superintendent / apartment manager
11. doorman
12. taxi driver

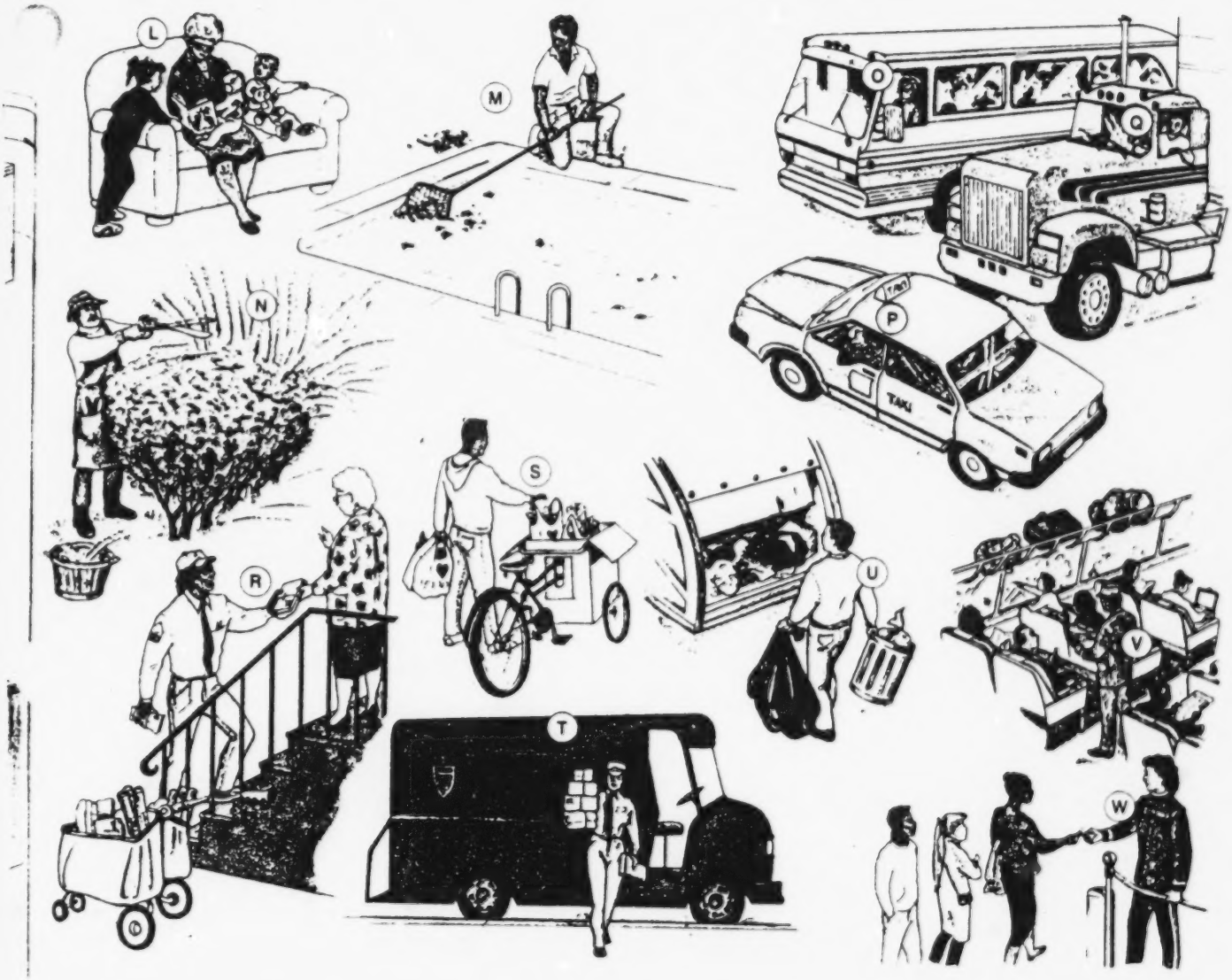



13. factory worker
14. foreman
15. bus driver
16. carpenter
17. maintenance man
18. fisherman
19. truck driver
20. farmer
21. soldier
22. sewing machine operator
23. (train) conductor

## Occupations III

1. secretary
2. typist / word processor
3. file clerk
4. computer programmer
5. messenger
6. photographer
7. reporter
8. businessman / businesswoman
9. accountant
10. lawyer
11. salesperson
12. babysitter
13. dancer
14. singer
15. actor / actress
16. artist

A. fix / repair TVs / appliances
B. fix / repair cars
C. fix / repair pipes
D. cut hair
E. cut meat
F. cut grass
G. sell clothes
H. sell vegetables
I. sell newspapers
J. build houses
K. build furniture




L. take care of children
M. take care of pools
N. take care of grounds
O. drive a bus
P. drive a cab
Q. drive a truck

R. deliver mail
S. deliver groceries
T. deliver packages
U. collect garbage
V. collect fares
W. collect tickets

BEST COPY AVAILABLE

# LESSON 13

## OBJECTIVES

At the end of this lesson students will be able to:

- understand the concept of family as related to their own circumstances,
- understand and be tolerant of different types of families,
- chart a basic family tree.

## MATERIALS NEEDED

Ask students to bring to class pictures of as many family members as possible to help personalize this lesson.

## METHODOLOGY

1. Using handouts People and Family, discuss the family as portrayed in the pictures. Add in-law relationships to the vocabulary. Ask to see the pictures of the members of the students' families and share your pictures.
2. Discuss the concept of the family in the 1990's talking about divorce, remarriage, step family relationships and single sex relationships and parenting. Encourage students to look at situations in an open minded way even if culturally and religiously they are against these definitions of family.
3. Explain the concept of a family tree and have each student chart their tree using first themselves and then their parents as the starting point. Have students use their family pictures for clarity and fun.

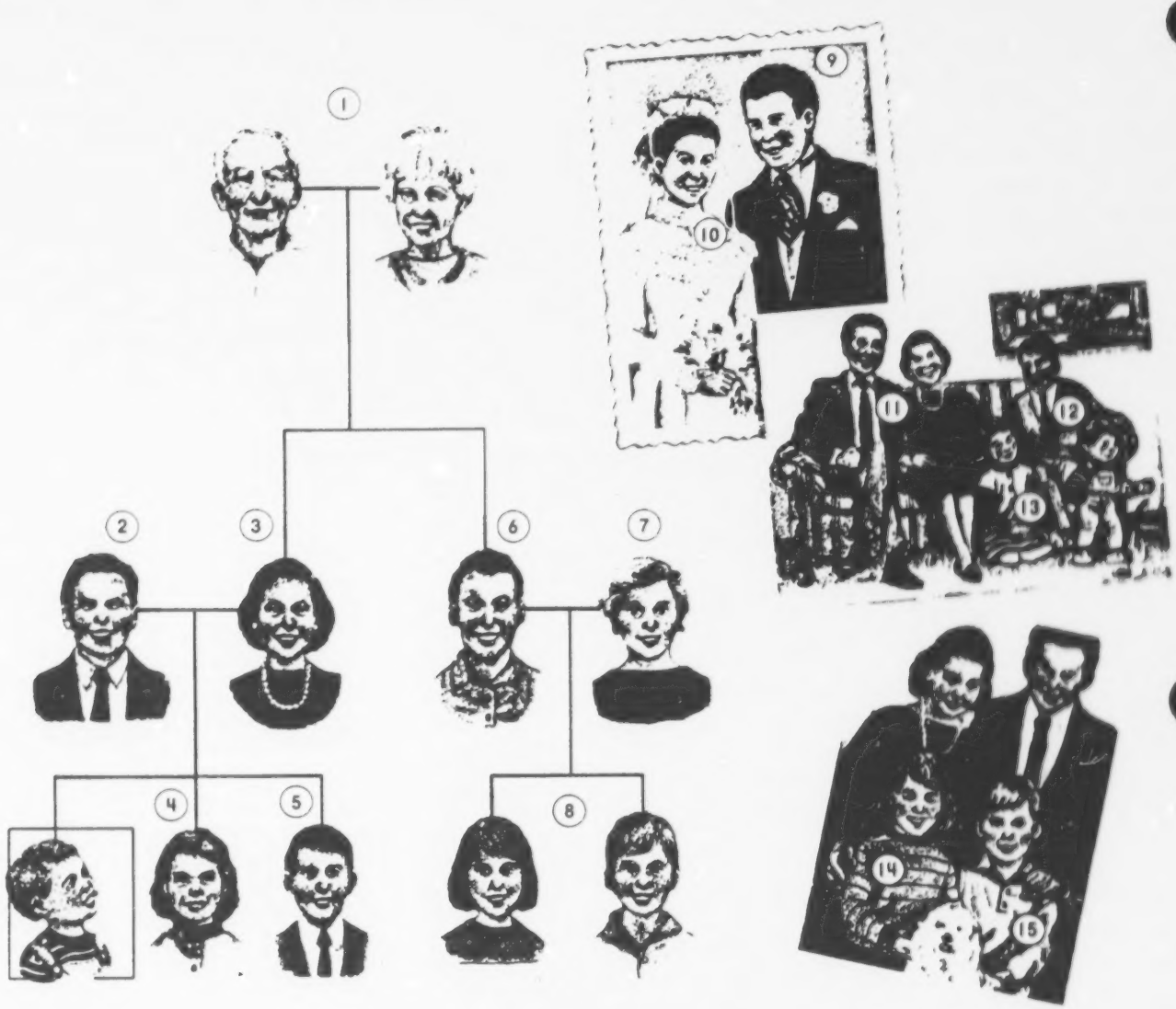
VOCABULARY

FAMILY TREE

| singular - one | plural - more than one |
|---|---|
| family | families |
| person | people |
| man | men |
| woman | women |
| girl | girls |
| boy | boys |
| baby | babies |
| child | children |
| teenager | teenagers |
| son | sons |
| daughter | daughters |
| parent | parents |
| mother | mothers |
| father | fathers |
| grandparent | grandparents |
| grandmother | grandmothers |
| grandfather | grandfathers |
| grandchild | grandchildren |
| uncle | uncles |
| aunt | aunts |
| brother | brothers |
| sister | sisters |
| mother-in-law | mothers-in-law |
| father-in-law | fathers-in-law |
| brother-in-law | brothers-in-law |
| sister-in-law | sisters-in-law |
| daughter-n-law | daughters-in-law |
| son-in-law | sons-in-law |
| husband | husbands |
| wife | wives |
| niece | nieces |
| nephew | nephews |

1. baby
2. girl
3. boy
4. woman
5. man
6. child
7. teenager
8. adult

BEST COPY AVAILABLE




1. grandparents
2. father
3. mother
4. sister
5. brother
6. uncle
7. aunt
8. cousins
9. husband
10. wife
11. parents
12. son
13. daughter
14. niece
15. nephew

## Lesson 14

OBJECTIVES

At the end of this lesson students will be able to:

1. understand the holiday of Thanksgiving,
2. understand the concept of and share traditions.

MATERIALS NEEDED

Pictures, decorations, recipes and any other materials that would illustrate the holiday and family and cultural traditions.

METHODOLOGY

1. Tell the story of the Pilgrims and Thanksgiving reading a book if available.
2. Define tradition. Encourage conversation by discussing the holiday and having everyone tell how they celebrate. Ask if this is what is done all the time and show how they have created their own traditions. Talk about traditional foods and exchange recipes for cultural favorites. Since Thanksgiving is an American holiday ask if there is any comparable holiday in their native countries.

**NOTE:** This lesson can be and was adapted to cover other holidays that fell within the course's scheduled time. During the December holiday seasons we discussed the religious versus cultural significance of all the holidays, the commercialization of the holidays, and how the student's celebrations differed here in the US from in their native countries. Each holiday was celebrated. For Chanukah students ate traditional foods such as latkas and donuts, played the driedal game and lit a menorah. For Christmas, they helped decorate a small tree, ate cookies and candy canes and learned some carols. Other holidays and their traditions should be included as the ehtnic makeup of the class dictates.

# LESSON 15

OBJECTIVES

At the end of this lesson students will be able to:

- understand basic grammatical concepts,
- enhance their conversational skills emphasizing verb, adjective and adverb placement.

- METHODOLOGY

1. Ask the questions "What would you do with $10 million if you won the lottery?
2. As the students answer the question take time to cover the following grammatical lessons:
    - nouns and pronouns
    - subject / verb agreement
    - adjective and adverb placement
    - do, don't

    Pay particular attention to correcting their use of the word no as in "I no like" and the use of a noun and pronoun together such as "Myra and me we go". Pay attention to the placement of adjectives before a noun and adverbs generally after the verb.

**NOTE:** This lesson was repeated in a shorter version a few times during the remainder of the course to encourage speaking skills. At the beginning of each session we posed a different question to stimulate conversation. Students liked talking about their homeland and how things are done there. They responded well to the question of where would you prefer to live and why.

# LESSON 16

## OBJECTIVES

Students had asked about the computer and how it worked so this lesson was devised to answer some of their questions. At the end of this lesson students will be able to:

- understand the parts of a computer setup,
- understand the need for a programmer to tell the computer every step needed to perform task,
- understand when a person would use an application versus writing their own program,
- understand the concepts of word processing, data bases and spreadsheets,
- understand CD ROM and RAM, modems, and the internet,
- understand how computers are used in almost every aspect of our lives.

## MATERIALS NEEDED

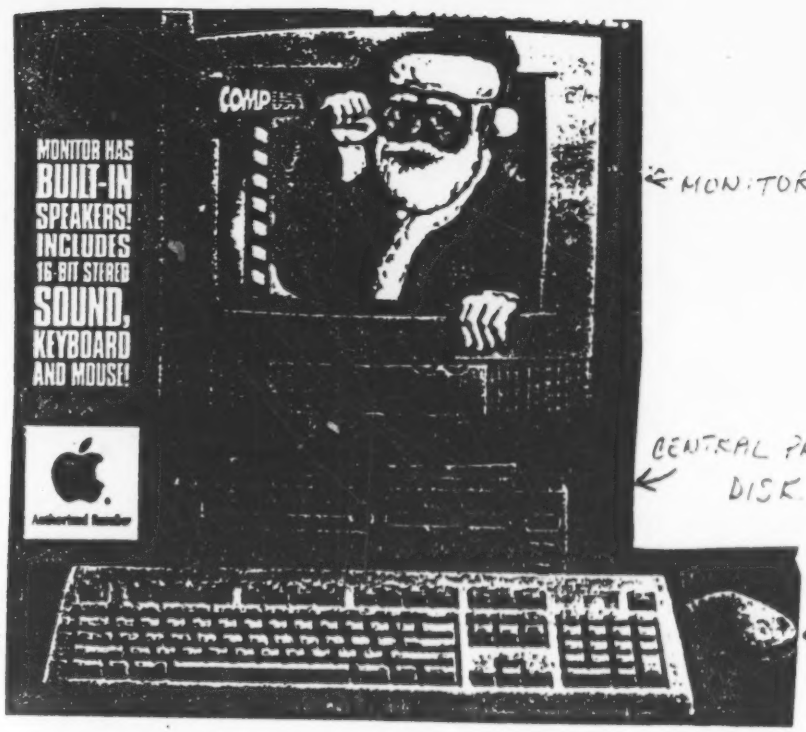
It would be very helpful if the employer could provide a computer setup for demonstration purposes. If unavailable, use a ditto of a setup's components
Computer disks and CDs

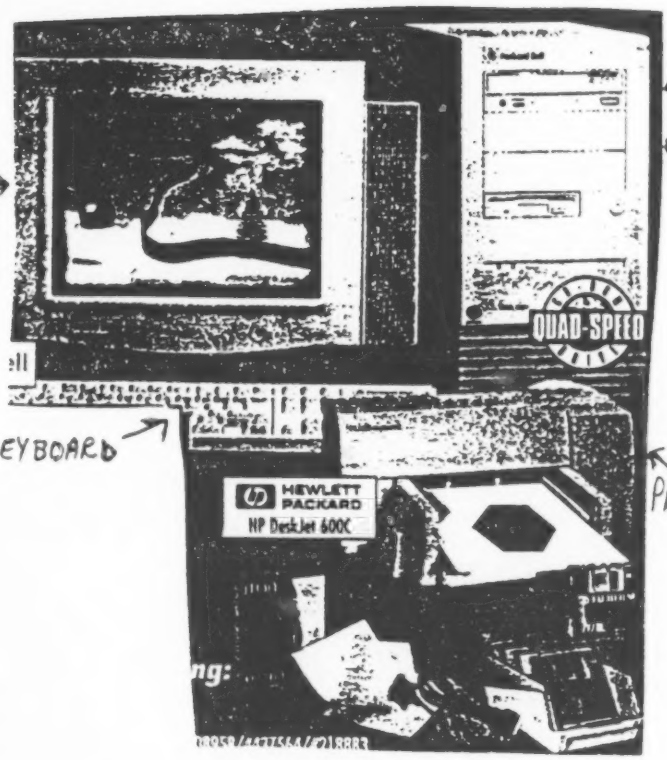
## METHODOLOGY

1. Identify every component of a computer setup, giving its function and explaining whether it is dumb or smart (everything but the CPU is dumb as they can't manipulate information). Explain the CPU as being like our brain. ROM (read only memory) has instructions that make the computer function as a computer just as we have areas in our brain that make us function as a human and we can't get to them to change them - if we could we would no longer be able to function as a human. RAM (random access memory) is the area we can use, put things in, manipulate, store (remember), etc.. Allow students to manipulate a disk and explain its function for storing information.

2. Explain the need for humans to tell the computer what to do. Explain that the computer can only do what it's been told but the it can do it very well and very fast. Explain that every step must be "taught" and show the magnitude of this by asking someone to get a glass of water and drink it and then have someone describe the steps it took to accomplish that task. Start from hearing the request, getting up from a chair, turning left or right, putting one foot in front of the other, etc. and showing what would happen if a step was left out.
3. Explain the difference between a program (the instructions for the computer to do a task) and an application (the ability for a person to type a letter, find your license id, etc. with that person not knowing how the computer did that).
4. Explain what word processing can do, what a database is (examples include motor vehicle department, social security information, telephone information, etc.) and very briefly that spreadsheet are mostly used to present numerical data and allows people to manipulate numbers quickly and automatically add, subtract, etc..
5. Explain the capabilities of today's computers: CD Roms to bring an encyclopedia to life, modems to allow you to talk to people all over the world, to teleconference, to pay bills without writing a check, etc.. Describe the internet and what the information superhighway is all about. If you are able to demonstrate surfing the Net, the students will get a clearer understanding of its power and come away excited and amazed.
6. Have students pick an occupation, a means of transportation, an event that happens in everyday life such as food shopping, going to the hospital, etc.. Talk about how the computer is used in all these circumstances. Discussion will take off as students realize that there is very little that happens that does not involve a computer.

**NOTE:** Obviously, this lesson can be taught on many different levels and should be adjusted to accommodate your student's level of understanding and English abilities.



PRINTER

BEST COPY AVAILABLE